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ABSTRACT

The final report of the four-year (1972-1976) Choctaw Family Education Project identifies the major goal, "to demonstrate a workable early childhood model for rural reservation groups," and consists of an executive summary, a comprehensive report, and a personalized report. Objectives of the project, carried out in 6 Choctaw reservation communities in Mississippi and involving 224 children and their parents, are described: to use a community sub-entry system to train and use Choctaw community members (1) as home visitors to work with Choctaw mothers in establishing an environment stimulating to the cognitive development of the Choctaw child, ages birth through four, and (2) to collect data on the educational potential of the home environment and its effects on the children and their caregivers, as well as enhancing attitudes, skills, and knowledge of child development among mothers and raising the educational level of home visitors. The report concludes that: the project produced a model for early childhood education compatible with Choctaw family and culture; the approach used is more acceptable among families having lower occupational and educational status than are center-based programs; the model is cost-effective; and the approach is recommended for migrant and other rural groups. (MH)

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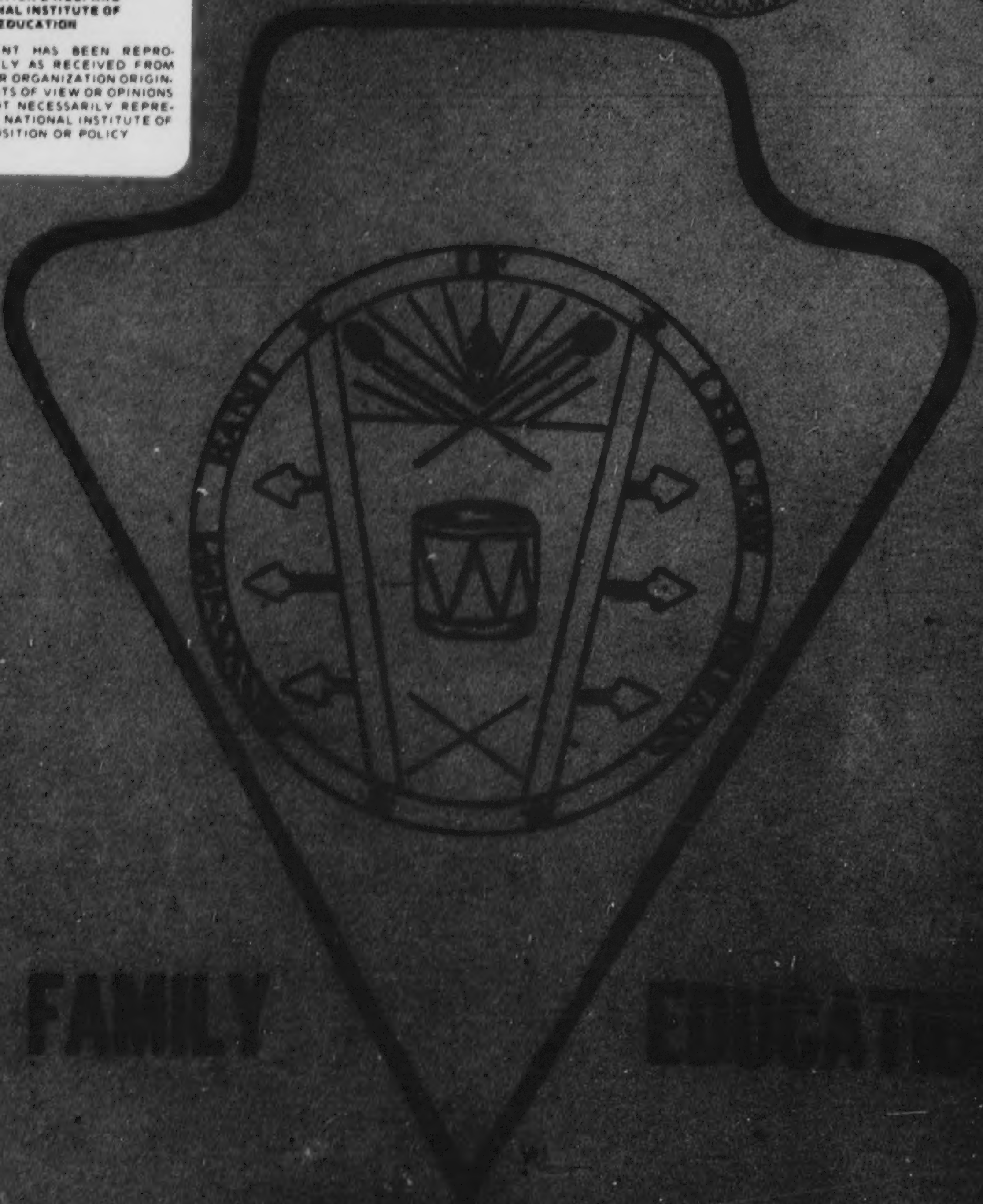

FAMILY EDUCATION

FINAL REPORT

012653

THE CHOCTAW HOME-CENTERED FAMILY EDUCATION DEMONSTRATION PROJECT

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Final report on Grant No. OCD-CB-158 to the
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Education, and Welfare. August, 1976.

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Phillip Matrin, Tribal Chairman, 1972-1975

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Delores Ben	1973-1976	Lola Jackson	1973-1976
Lilly Billy	1973-1976	Vinia Sam	1973-1976
Brenda Harrison	1975-1976	Corina King	1975-1976
Lucy Morris	1973-1975	Shirley Lewis	1974-1975
Marie Jim	1974-1975	Emma Willis	1973-1975
Leona John	1975-1975	Hilda Stephens	1973-1974
Diane Joe	1974-1974	Vera Willis	1973-1974
Edna Smith	1973-1974	Theresa Wilson	1973-1974
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In addition to those whose names are already acknowledged in this report, there were others who made contributions to the project. Dr. John Peterson, Department of Anthropology at Mississippi State University, and Bryant Rogers, former tribal planners, proposed the project and have shown continuing interest in its progress. Dr. Maiso Bryant, projects officer for the Office of Child Development, has demonstrated steadfast support in light of some trying circumstances. Barbara Spencer performed data analyses using the Choctaw demographic survey. Charlotte Quigley, Russell Baker, Choctaw School Board coordinator, Skip Bridge, tribal planner, offered useful suggestions on earlier versions of this manuscript. Clerical assistance provided by Charlotte Quigley and the Choctaw School Board was greatly appreciated.

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PREFACE

This final report is divided into three sections: an executive summary, a comprehensive report, and a personalized report. The report covers the entire period of funding. An interim report (Jones and Ross, 1974) has already been made. However, pertinent data on the development of the children and the home stimulation inventory were reanalyzed and reported here. The executive summary was prepared to introduce the reader to the various content and sections of the comprehensive report. The reader may thus choose those sections of the comprehensive report which are of particular interest in lieu of reading the entire section. The fourth Chapter of Part II was taken from the final evaluation report prepared by Behavior Associates. Their complete report has been forwarded to the Office of Child Development. The final part is a personalized narrative written by the associate director. She was the only person remaining on the project for the full period. Her observations gained through testing and personal relationship with the families and staff were considered most useful in appreciating the dynamics of the project and its total impact. The preparation of this entire report was performed with frequent communication between the central and evaluation staffs. However, the project director had final responsibility for the content and form of this report.

An Executive Summary of The
Choctaw Family Education Project

Prepared by:
Patrick A. Quigley, PhD.
Mississippi Band of Choctaw Indians

INTRODUCTION

The purpose of this executive summary is to present the significant aspects of the Choctaw Home-Centered Family Education Demonstration Próject (OCD-CB-158) in a brief narrative. This includes the objectives, program entry, training techniques for delivery and assessment, evaluation, and conclusions. The size of this report precluded complete coverage. The major sections are treated as separate chapters in the comprehensive report and should serve as a guide to the pursuit of more detailed information therein.

Objectives

The Choctaw Home Centered Family Education Demonstration Project, or simply, Family Education was funded from September of 1972 until June of 1976. The major goal was to demonstrate a workable early childhood model for a rural, reservation groups. The specific objectives for the project and the resultant model were:

1. To demonstrate the feasibility of a home based early childhood program compatible with the Choctaw family and culture as they exist.
2. To test the concept of a community sub-entry system which would capitalize upon local input and personnel selection.
3. To train selected members (i.e. home visitors) of the Choctaw community in home-based, instructional techniques and develop criteria to enable the replication of this training.
4. To train selected members of the Choctaw community in data collection techniques to assess the educational potented of the home environment and its effects upon the children and their caregivers.
5. To use Choctaw home visitors to work with the Choctaw mother or her surrogate in establishing an environment to stimulate the cognitive development of the Choctaw child, ages birth through four.
6. To enhance the attitudes, skills and knowledge of child development among the mothers.
7. To raise the level of education among the home visitors.

General Design

The Choctaw reservation consists of seven communities in eastern central and southern Mississippi. Only the six centrally located communities were enlisted for the project. The design of the project revolved around unique sub-community entry and delivery system. Ideally this system would account for the selection of home visitor staff members, formation of case loads for the home visitor, and itself as vehicle to insure the continued implementation and evaluation of the program. The three phases of the system were:

Entry The identification of sub-community groups within each geographical community. This sub-group could have a common identity, leadship, response to important issues. This group once identified would select members from within who would be nominated for the position of home visitor (s) to the subcommunity after training, the home visitor (s) would recruit families within their own sub-community to receive the program and then collect baseline data. In the event of resignation, the same process for selecting a home visitor was to be repeated. Additional families and children could be recruited as they volunteered or were asked by the home visitor from within the same sub-community.

Delivery The home visitors initiated the home intervention program. Continued training and evaluation as necessary. The home instructional component was based upon consultation and staff training by the Demonstration and Research Center for Early Education (DARCEE) of George Peabody College, Nashville, Tennessee. This period ranged anywhere from 28 to 36 months.

Outcome Collect data to assess the effects of the program and document the manner in which it was implemented. This involved training the home visitors or other Choctaws to collect data. Follow-up testing was planned at four to six months after home visits were terminated.

The Demonstration and Research Center for Early Education served as the initial consultants and trainers for the home visitation component. The Social Sciences Research Center of Mississippi State University provided ongoing technical and evaluation services for the first two years. A detailed report of their activities was contained in Jones and Ross (1974) which was forwarded to the Office of Child Development. This report mostly contains an analyses of baseline data and the evaluation and documentation of the sub-community entry system.

Among those objectives remaining for the last two year included: adapting or devising instruments appropriate to the Choctaw culture, providing data on the changes in parent attitudes, knowledge, and skills, better defining the objectives and techniques for training the paraprofessionals, providing more data relevant to the project as it focused on research and demonstration early education and cognitive growth of young children. Behavior Associates possessed a background in theseareas in addition to prior working experience with Indian Tribes. Accordingly, they provided technical and evaluation assistance during the last two years.

Table 1 presents a last of instruments and a schedule for collecting data for the entire period. Behavior Associates re-analyzed the Denvers Developmental Screening Tests and Caldwell Home Inventories for the first two years. Hence, the comprehensive section of this final report is comprehensive with respect to the entire project period. Only some demographic and attitudinal data in Jones and Ross (1974) are missing.

THE SUB-COMMUNITY ENTRY SYSTEM

The sub-community entry was a unique system in which natural groups in the community were identified of groups leaders were pinpointed, and home visitors and families were enrolled. The procedure insured a maximum of local control and input. The rationaie for the system was: the known presence of pressure groups in the community, the chances of community in-fighting between these groups unless given some voice in the selection of service delivery agents, the known failure of other programs without this mechanism, and the intent to promote a grass-roots effort in Indian self-determination.

The sub-communities are based upon georgraphical or kinship groups. Sometimes the distinction is a combination of both factors. These subgroups have their own identity and leadership. The subgroups in a community were identified by canvassing the community for commonalities of opinion and leadership among residents. These divisions were supposedly verified by asking informants (the same or different group of residents or leaders) to sort all families into subgroups. Agreements between these judges could be computed and corrections made on the basis of further discussion. Members of these subgroups could nominate and vote on the final selection of home visitors from the ranks of those qualified in the subgroups. If the subgroup were too small to justify having its own visitor, a compromise candidate was selected from the combination of one or more subgroups. The documentation and evaluation of this sub community entry were based upon program narratives, monthly reports, and interviews of the project staff. The firs project director conducted the required activities for the entry. There were some differences in the manner of entry for each community and the selection of home visitors.

Project Staff

The original staff consisted of a director, two educational specialists, a secretary, and home visitors. The director and educational specialists were selected on the basis of education and experience in eraly childhood or education. The qualifications of the home visitors included: membership in one of the assigned Choctaw sub-communities, be parents of at least one child age four or older, be legally married and living with spouse, respected member of community, possibly be a leader in the sub-community, adequate transporation and insurance, have a minimum of an eighth grade education, speak Choctaw and English, and be willing to work with Choctaw families. The educational requirement was later waived. The duties of the home visitor were to recruit ten to twelve families in her own sub-community, make weekly home visits, plan activities, collect general survey and household data.

The extent to which the qualifications were met and the duties performed will be discussed later.

When, during the third year, it became necessary to revise and extend data collector on the children and parents and to further adapt the model to the culture and practices of the client group, the position of administrative assistant was created. This individual was promoted from the ranks of the home visitors. The selection was based upon the following considerations: demonstrated mastery of home visitation competencies, ability to assist in obtaining written translations of project instruments, ability to conduct staff meeting and workshops using Choctaw once briefed in English, completing an undergraduate course in test and measurement, and the ability to function in a supervisory capacity. The administrative assistant accomplished all of the above in addition to: collecting interobserver agreements with home visitors for Denvers and Caldwells, administering Bayleys, McCarthys, and parent questionnaires in Choctaw, and helping the non-Choctaw staff avoid faux pas due any unusual family or community situation.

The home visitors were the backbone of the project staff. Their contact with the families accounted for most of the project implementation during the first two years. However, their tenure in this position was unstable. Many resigned and had to be replaced over and again. The majority of home visitors were female (89.6%), married (86%) with a child over four (65.5%), or at least with a child (82.8%). The average age was twenty-eight. The range of education varied from six years to some college experience. As noted earlier, this requirement was waived in the early stages of the project. It is interesting to note that the three males resigned for salary, community, or personal reasons. No males lasted until the end of the project.

A majority (93.1%) of the home visitors were selected by and given employment contingent upon the choice of the community leaders and parents. The others, all replacements, were selected from qualified candidates by the director and appointed once they were informally and unofficaly accepted by members of the Community Development Club or by the mothers who would constitute the new visitor's case load.

The average length of employment for home visitors was 13.5 month. This is less than half total length of employment, 28 to 36 months, possible within the project field activities. The reasons given for leaving the project are enlightening. Over 41% left to obtain a better paying jobs, 31% left because of the end of the projects' field activities, over 17% left due to personal reasons, and slightly more than 10% left because of community pressure.

Selection and Background of Client Families

Once their training was completed, the home visitors returned to recruit eligible families in their own sub-community. Each was supposed to maintain an enrollment of ten to twelve families. The project sample at the end of two years contained children being kept by babysitters, other non-relatives, and children enrolled in other early childhood projects, home-based and center-based. Accordingly, the project sample beginning with the third year was redefined to include children from birth through four in caregiving, situations involving biological mothers, foster mothers, and other relatives, preferably inside the child's own household. This definition of family was consonant with the varied forms of family life, nuclear and extended, as found on the Choctaw reservation. Accordingly, all families and children not meeting this criteria were purged from the roll and advised to seek the assistance of the other tribal early childhood projects. Further, the remaining families were not permitted to re-enroll after they were terminated for any extended period. As this reduction concurred with a revised schedule to testing and interviewing as indicated in Table 1, the decision was made to attempt another wave of recruits to obtain new baseline measures and subject-selection under the state restrictions.

At this time, the remaining sample of families were analyzed to determine their representativeness of families having children of the same age and of all families within the tribe. This helped to define the "sample as a sample". There were no statistically significant differences between participants and non-participants or between participants and the tribe at-large as defined by language spoken, father present or absent, size of household, composition of household, and sex of household head. The typical participating family was nuclear, headed by a male, spoke Choctaw dominantly, and contained six members. The participating mothers as a group occupied lower levels of occupation and were more frequently unemployed than non-participating mothers and tribal females at-large. The differences in occupational level did not exist for participant mothers who were employed. The majority of mothers in all groups were either semi-skilled or unemployed. The differences in occupation/employment did not exist for fathers. The majority of fathers in all groups tended to be in the semi-skilled and unskilled categories. Statistically significant differences did not exist for the educational attainment of fathers. While there was a statistically significant difference between participant and non-participant mothers in level of education favoring the latter group, the most meaningful figures of practical significance were the high percentages of males (65 to 79%) and females (66 to 79%) never completing twelve years of education. Given the median age of the tribe, it is encouraging to note that at least for the younger generation of parents, participants and non-participants, there are differences in occupational level available and further that education is one means associated with obtaining these differences.

Additional factors were also cited as defining the characteristics of the host population: prior experience with service and educational programs, service expectancies, interprogram rivalries, uncoordinated programming, and perhaps misinformation about the objectives of the Family Education program. Several solutions to these problems were attempted such as increasing the quality and quantity of program contacts and reducing overlap and duplication with other programs.

DELIVERY AND OUTCOMES

The instructional home visit was the principal component used to maintain contact with the client families. DARCEE provided the materials/reporting formats, and overall design for the home instruction component. In this approach, the interaction between mother and child is the central focus. The home visitor demonstrates the instructional techniques. Her behavior served as a model for those attitudes and practices being communicated to the mothers. The home visitor and mothers were encouraged to adapt the instruction to the household materials and individual style of the mother. The proposed cognitive stimulation occurred as a part of a program designed for the whole child: language, motor, sense, perception, social, and intellectual. The home visitors were given training in the stages and sequence for all these developmental areas in addition to: community dynamics, early childhood instruction, behavior management, and learning. The home visitors planned, implemented and evaluated the intervention for each family. Home visits were planned on a weekly basis at a time convenient for the mothers.

In addition to the functions and roles of the home visitor as specified in the DARCEE approach, the Choctaw home visitors were required to perform additional program evaluation functions. They were required to rate the home situation for its stimulation potential, to test the children, and to collect any additional information required by the evaluators to document or assess the project. This heavy dependence on home visitors was necessary given the language of the families and the intent to develop an early childhood model which could be staffed, implemented, and evaluated by members of the Choctaw community. Additional adaptations of the model were needed, however, the flexibility of the basic DARCEE approach permitted this and other modifications to suit the objectives of the Choctaw program and culture. As the original proposal specified the intended construction of an instrument for cataloguing instructional activities and other information for each visit, it was the responsibility of the project evaluators and staff to develop and refine the materials and reporting formats supplied by DARCEE.

The home visitors received their training at two-week workshops conducted by the central and evaluation staff, of the project, professional educators from other tribal programs, tribal administrators, and by practicum experiences in testing and conducting instruction in a few demonstration homes. Training was continued through the occasional accompaniment of an educational specialist with the home visitor during a test or instructional home visits. The educational specialist would occasionally provide retraining on the use of the Denver and Caldwell.

Upon completion of the formal training through the workshop, the home visit would recruit families and children to commence the delivery of services. Once contacted and having agreed to participate, the family received three observational visits to become acquainted and develop rapport with the home visitor, to sample some of the project activities, and to ascertain the seriousness of the agreement to remain in the program. Ideally, if the adult receiving the program were still interested, baseline measures and other demographic information were collected.

After recruitment, the routine instructional visits were begun. The home visitors were encourage to experiment with the DARCEE methods and materials. Hopefully, this would result in cultural adaptation at the end of two years, however, much work was still needed to adapt the project and to meet its original objectives. It was in response to these and other deficiencies in the delivery and assessment of outcomes of the project that lead to several changes, including increased forms of contact made with the parents, revised techniques for training paraprofessionals, design and adaptation of instruments relevant to the project objective, to better adapt the model to the Choctaw culture, and attempt to improve the quality and comprehensiveness of the project evaluation. Further, there was a need to adapt or devise instruments which would provide the parents' evaluation of the project and describe the attitude and knowledge of the parents with respect to children and parenthood.

Parent Contacts and Cultural Adaptation

During the last year of contact with the families, the home visits were supplemented with other forms of contact: optional, monthly workshops in each community, and articles in the Choctaw Community News published monthly. The average attendence at the workshops ranged from 30-40% of enrolled familes. The activities for this workshop included: the demonstration and construction of learning materials from simple and readily available supplies, the discussion of general project goals and the importance of parent participation, viewing videotapes of parents from the same community who demonstrated the desired participation, activities aimed at acclimating the parents to the evaluation process, and instructing the parents in the use of a recording format. These meetings often included a potluck dinner, commonplace in Choctaw community meetings. Oftentimes, discussions were lead by the administrative assistant or home visitor in Choctaw.

The articles in the community news covered a broad range of topics: child development, stages ofdevelopment, behavior modification, effective parenting, the objectives of the project, and any special social or community event planned by the project.

Training Home Visitors and Testers

During the first two years of the project, almost all of the project data was collected by the home visitors. This included: weekly reports of home visits, Denvers, Caldwells, and demographic information. The initial training, an occasional retain session, and accompaniment of an educational specialist on a visit to witness data collection were used to maintain the accuracy of the data. There were no means of assessing the level of this accuracy or objectives with respect to the range of competencies required of the home visitors. Accordingly, competencies and minimally acceptable levels of accuracy were established during the last two years for the home visitation and testing activities.

The keynote for training became reliability. Each competency had a specified procedure which could be objectively evaluated either by the written product or by actual witness of an event—a majority had both. The narrative formats of the home visitor's report were replaced by a new format--the Choctaw Home Visitor's Report--which would: facilitate the cataloguing of instruction around learning and developmental objectives, permit scoring the mother's participation and the child's mastery of a task, and help generate objective criteria to assess the training of the home visitor in the instructional aspects of the job. A curriculum file was devised from the DARCEE and other materials which was compatible with the Choctaw Home Visitor's Report. A special recording formats was devised, although infrequently used, for parent use in recording daily progress. The latter was designed for use by illiterate parents and was compatible with the Choctaw Home Visitor's Report and Curriculum File Assessement of the home visitor's competence on the use of these formats was done by inspection of the completed reports and paired observations during actual visits.

Assessing the home visitors' competence for the administration of the Denver Developmental Screening Test and the Caldwell Home Inventory was likewise handled through paired observation commencing with each round of testing and observation. The Caldwell items were also supplemented with short explanatory remarks. Only if the agreements were low would retraining be performed. In spite of two evaluation reports by Behavior Associates indicating a 'ceiling effect', the Denver was kept in the evaluation battery for purposes of continuity.

Additional data on cognitive development were obtained through the use of the Mental Development Index of the Bayley Scales of Infant Development, the McCarthy Scales of Children's Abilities, and the Leiter Internal Performance Scale. A training sequence was devised whereby one of the home visitors who was promoted to administrative assistant learned to administer these tests. Based upon experiences during this training, more formal training procedures were elaborated for training other paraprofessionals to administer these scales.

Adaptation of Instruments

In addition to including more instruments and recruits to the program, a framework was devised to detail the decision-making and suggest options for the adaptation and use of instruments in one language for use in another. These scheme served as a working guide to set limitations and suggest types and levels of adaptation. The adaptation strategies may be divided into two types: internal and external. The internal strategies refer to modifications made through translation of the instrument.

INSTRUMENT ADAPTATION STRATEGIES

Internal	External
1. Spontaneous Translation	1. Clarify Project Goals
2. Verbatim Translation	2. Compare to scale, norm, factors, etc.
3. Translation after contrastive analysis	3. Renorm
	4. Multivariate Analyses of multiple batteries, equating study

The external strategies refer to changes made in the context of administration and interpretation of the test results. All these strategies were employed, in varying degrees, during the course of evaluating the project.

THE EVALUATION REPORT

The time series design adopted for evaluation permitted an analyses of change over time. The intervals of measurement varied from the beginning of the project on a semi-annual basis to an annual basic and then for last year-and-a-half back to a semi-annual basis. The intervals between individual assessments also varied even if planned on a semi-annual collection schedule. For instance, the first round of testing during the last year was conducted from January through March of 1975, the second round from July to September of 1975 and the final round from December, 1975 through the end of January, 1976.

An analysis of the data from the Choctaw Home Visitor's Report used during the last year indicated that a majority (59%) of the visits involved tasks performed at the skill development or intermediate level of difficulty: language (17%), fine motor (17%), gross motor (16%), and personal and social (9%). Concept format tasks (i.e. color, shape, size, number, position, etc.) were given 24% of the time and sensory stimulation tasks were given 17% of the visits.

A compilation of participation and mastery scores indicated that the home visitors served in a demonstration capacity during 83 to 100% of the time. The mothers performed the tasks with the children from 78 to 100% of the time during visits. The children mastered the tasks from only 30 to 75% of the time. These figures only indicate the percentage of visits in which the participation or mastery score was at its highest level. Performances which approximated or latter reached this level detracted from the percentages given. Therefore, it may not be assumed that from

25 to 70% of the time, the children were not given a repeated opportuntiy to master a given task. Indeed, planning of this type was encouraged.

Home assignments were planned and executed by the mothers for 28% of the visits. Thirteen percent of the same tasks were assigned more than once. The majority (64%) of these assignments were in the skill development area--language and fine motor tasks accounted for about 30% each. Concept formation tasks were left 24% and sensory stimulation about 12% of the time between visits.

Over four years, the Denver Developmental Screening Test was administered to a total of 224 Choctaw Children. Slightly over 88% scored in the 'normal' range. This percentage grew higher with each subsequent testing. The majority of children involved in the project did not show signs of slow development as indicated by the Denver either initially or in repeated administration.

The Bayley Mental Development Index (MDI), the McCarthy Scales of Children's Abilities, and the Leiter International Performance Scale provided a wider range of assessment. Each has a standard mean of 100 and a standard deviation of 116.

Gross-age comparisons of the Bayley MDI's indicated that the younger children scored very high with average scores between 122 and 126 at 2 to 12 months, 104 to 107 at 13 to 24 months. The older children, between 25 and 30 months, scored lower at 93 to 97. The McCarthy score tended to run between 72 and 96 for the older children. These general observations lead to speculations about the verbal demands made in the later portion of the Bayley and the entire McCarthy. Therefore during the last two rounds of testing the Leiter was administered. Scores on it ran consistently 13 to 29 points higher than McCarthy scores for the same age group. The mean Leiter scores varied from 94 to 119 during these rounds. Comparisons of scores for verbally and non-verbally dependent items on the Bayley and McCarthy indicated improper norming in the Bayley for the Choctaw children. And while the verbal requirements placed the children at a disadvantage, it was only moderate. Score in both areas tended to decrease with age.

In order to permit a uniform analysis of the project using three different measures regardless of which instruments each child had received, an equating study was performed for the Bayley's, McCarthy's, and Leiters. It was found that the Bayley and McCarthy produced comparable means for the same children and that the Leiter scores were consistantly eighteen points higher than the mean for the McCarthy. Hence, an adjustment was made by subtracting 18 points from each Leiter score. The analysis revealed that the tendency of the younger children to score higher than the older children also extended to the McCarthy and Leiter scores.

Using age as a covariate, the equated means showed an average decrease of six points over one year (R-1, mean = 108, s.d. = 22.9 to R-3, mean = 102, s.d. = 18.5). This decrease approached but did not obtain statistical significance. While there was a decrease, it was not below the range of normal intelligence. Results of similar programs have indicated declines below this level without intervention. Although no control groups were employed, it was hypothesized that a similar decrease was possible for Choctaw children without the intervention. Follow-up observations during the third round of the last year's testing for children exiting the program after the second round indicated that the group staying in the project scored an equivalent of seven points higher than those children continuing to stay at home and an equivalent of five points higher than those enrolled in a center-based preschool program.

In order to identify variables other than the child's age and the program itself that may have accounted for changes between scores at the beginning and end of the last year, further analyses were performed using the following variables as predictor: experience with the program prior to the last two years, number of home visits in the last two years, mother's full participation in tasks during the visit, father's education, mother's education, mother's occupation, father's occupation, and birth order. Only father's occupation was statistically significant. The number of home visits, while not reaching significance ($p = .09$), did show a potential to decelerate the decline in scores. Additional multiple regression analyses are were performed using different predictor and criterion measures for the cognitive stimulation objectives.

Analyses of Caldwell Home Inventories for changes over time indicated significance for the total score and three subtests: emotional and verbal responses of the mother; avoidance of restriction and punishment; and provision of appropriate play materials. Thus the program significantly enhanced the home learning environment as indicated by the Caldwell. In addition, this overall effect was sustained through the last round of observation in the household by those families no longer receiving visits. These families either still had the children at home full-time or had the children enrolled in another preschool program.

The responses of the attitude and knowledge questionnaires indicate that the families had very positive attitudes toward children and parenthood. Most indicated that parenting skills can be improved and parents can help their children become smarter people. The parents indicated their self-confidence in their child rearing skills. The parents give the program good rating and agreed to its beneficial effects on them and their children. They rated the home visitors positively and as people able to perform the job well.

CONCLUSIONS AND RECOMMENDATIONS

Objective 1: To demonstrate the feasibility of a home based early childhood education program compatible with the Choctaw family and culture as they exist.

It was concluded the Family Education project produced a model for early childhood education compatible with the Choctaw family and culture. The families involved were representative of those types and structures found among this reservation group. It was further surmised that this approach is more acceptable among those families having lower occupational and overall educational status than those using center-based programs.

In comparisons with another home intervention program (i.e. Home Start) the model was costeffective. It was recommended that future Home Start interventions or technical assistance should provide services and information relevant to children from birth through the early elementary level and that the extended family should be considered as an effective recipient. Further investigation was recommended concerning untestable hypotheses eminating from this research relating to early instruction and the family in general. The use of this approach was also recommended for migrant and other rural groups.

Objective 2: To test a community sub-entry system which would capitalize upon local input and personnel selection.

Within the confines of a simple demonstration, it was concluded that the entry system facilitated the acceptance of the program. Therefore, it was recommended as possible means of involving groups which might otherwise not use or feel disenfranchised from the social and educational services of the community. It was further suggested that this entry system facilitated the identification of those factors considered acceptable or unacceptable to the target group before wholesale program implementation were made.

Objective 3: Train Choctaw paraprofessionals in the home-based instruction techniques and develop criteria to enable replication of this training.

Materials, training criteria, and assessment procedures were developed around the home instruction techniques. It was concluded that the training procedures as developed were sufficient for the task and that they could be applied over a variety of educational levels. The materials were also recommended as appropriate for future research in the area of early instructional programs.

Objective 4: To train selected members of the community in data collection techniques to assess the educational potential of the home environment and its effects upon the children and their caregivers.

It was concluded that many of problems relating to assessment techniques common in the bilingual area were common to this project. A plan for the adaptation of instruments was proposed. It was suggested much additional work in the area pluralistic assessment is needed to permit valid interpretation. Strategies for training paraprofessions in the use of individual assessment techniques and reasons for propagating this practice were given. In light of the fact that a great deal of policy and practices for bilingual education and assessment are coming from the Spanish speaking community, a general caveat was offered in light of the differences between Romantic and Native American languages. Some data were presented which would suggest a positive transfer between programs in the early childhood area with a focus on the family.

Objective 5: To use the Choctaw home visitor to work with the mother or her surrogate in establishing an environment to stimulate the cognitive development of the Choctaw child, ages birth through four years.

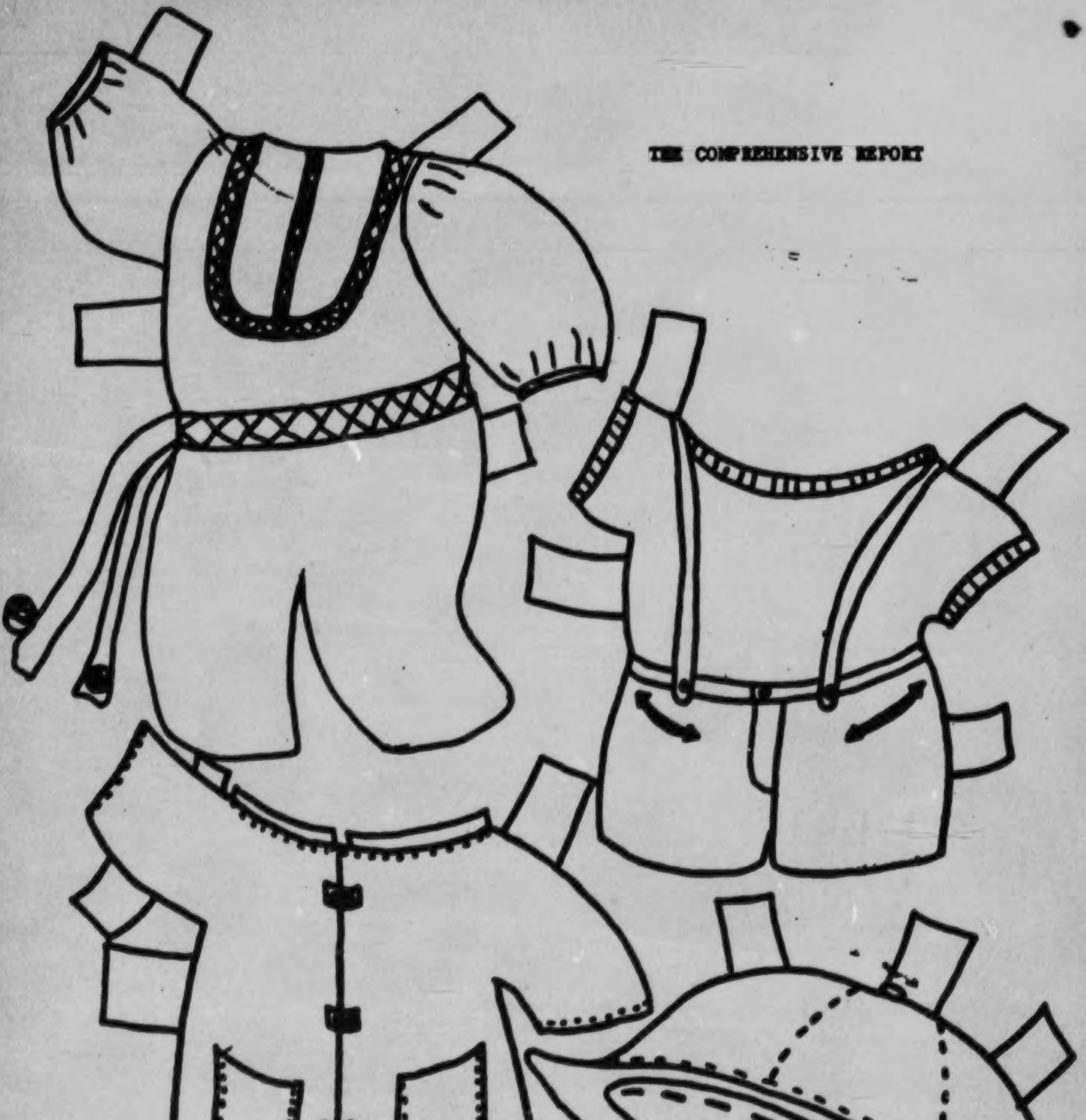
Without additional control in design, straight forward conclusions in this area were difficult. Considering the research literature and the overall analyses using the equated scores, it was concluded that the program generally met this objective by decelerating a significant decline which otherwise might have occurred. Additional home contact mechanisms were demonstrated given the same overall approach. The need to coordinate programs with others was indicated and some solutions were offered. The need for additional family research in the Native American community was indicated. In the absence of such information, it was suggested that the home intervention approach in this project made only minimal or no demands on the participants which could be considered abusive of culture, values, or individual styles. Rather the approach permits and encourages adaptation to various maternal styles insofar as they exist.

Objective 6: To enhance the attitudes, skills, and knowledge of child development among the mothers.

Due to data collection problems, it was impossible to assess changes on this objective over time. However, it was noted that the overall attitudes and skills were positive and self-assured. It was suggested that future attempts to measuring knowledge should explore more functional approaches.

Objective 7: To raise the level of education among the home visitors.

Many of the home visitors raised their level of education during the project. With respect to education and training relating to job performance several suggestions were made with respect to competency-and experience-based programs for early childhood caregivers. Some of these have application to programs in community colleges. The role of paraprofessional psychometrist was suggested as a new area for certification.



A Comprehensive Report of The Choctaw Family Education Project

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CHAPTER I

INTRODUCTION

From September of 1972 until June of 1976, the Mississippi Band of Choctaw Indians conducted an early childhood demonstration and research project entitled the Choctaw Home-Centered Family Education Project, or simply Family Education. The major goal of the project was to demonstrate a workable early childhood model for a rural, reservation group. The specific objectives of the project and the resultant model were:

1. To demonstrate the feasibility of a home based early childhood education program compatible with the Choctaw family and culture as they exist.
2. To test the concept of a community sub-entry system which would capitalize upon local input and personnel selection.
3. To train selected members (i.e. home visitors) of the Choctaw community in home-based, instructional techniques and develop criteria to enable the replication of this training.
4. To train selected members of the Choctaw community in data collection techniques to assess the educational potential of the home environment and its effects upon the children and their caregivers.
5. To use Choctaw home visitors to work with the Choctaw mother or her surrogate in establishing an environment to stimulate the cognitive development of the Choctaw child, ages birth through four.
6. To enhance the attitudes, skills and knowledge of child development among the mothers.
7. To raise the level of education among home visitors.

RATIONALE AND NATURE OF THE PROJECT

In general then the objective was to establish a viable early childhood program which could be implemented, staffed and evaluated by Choctaw people in behalf of their own families and children. Such a program implies staff recruitment and

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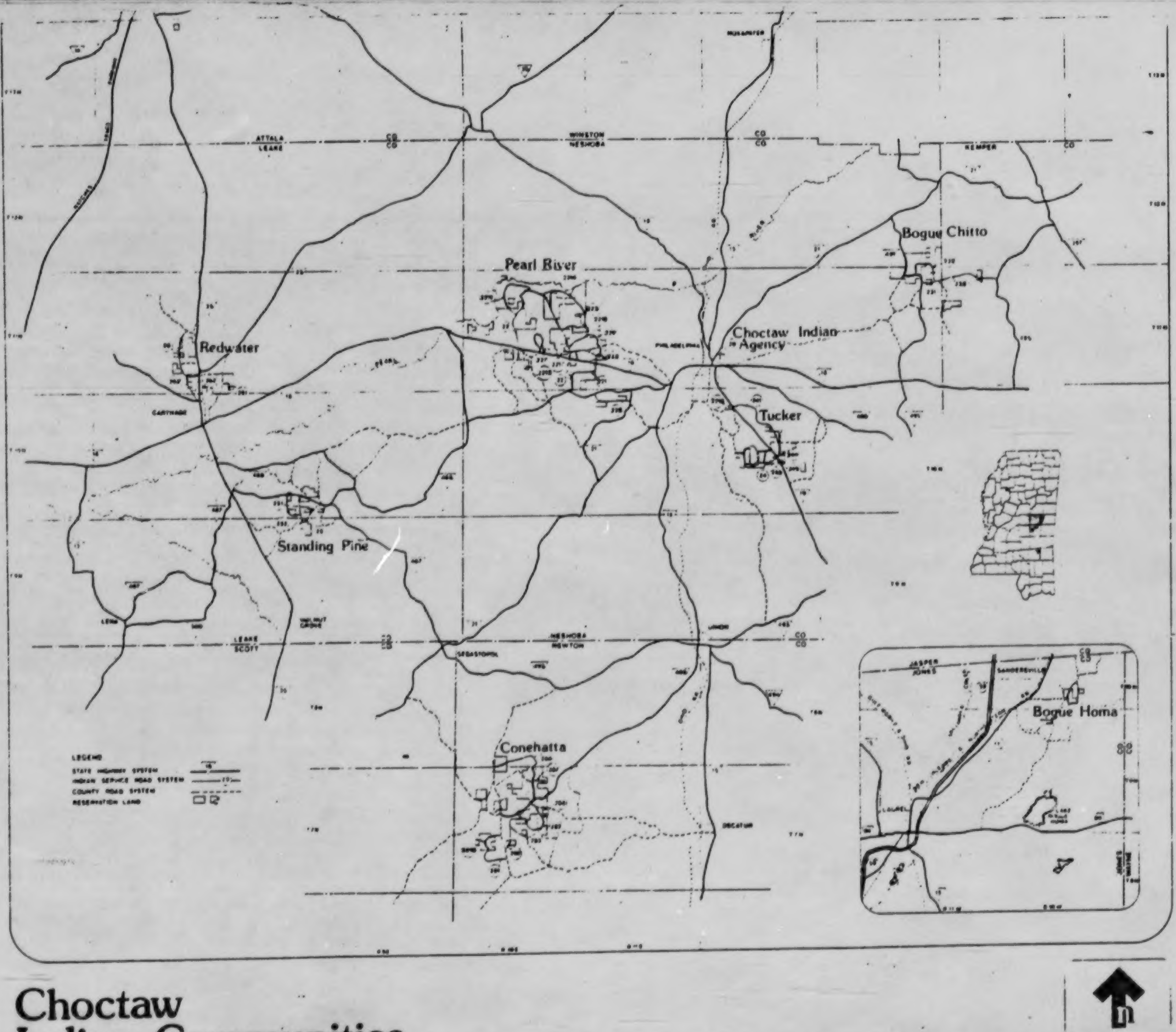

35 **Choctaw Indian Communities**

training, operational plans, reporting formats, a career ladder, assessment procedures, and so on--all those things which are the basics of any program or organization, be it in education or otherwise.

The rationale for such a program is best understood in light of history. The Mississippi Band of Choctaw Indians numbers 3,783 in population (Spencer, Peterson, and Kim, 1975) and is located in six centrally located communities in eastern central Mississippi and a seventh in southern Mississippi. These are the remains of the Choctaw nation that once occupied all of Mississippi and parts of the surrounding states before the forced relocation of thousands of Choctaw in the early nineteenth century. In 1918, the Choctaw Agency was established and land purchases were made for the seven communities as they now exist (see Figure 1). Although schools were established early in the twentieth century, a reservation high school was not completed until 1964. Owing to language and customs which differentiated them from the local black and white populations, the Choctaws made sparse use of state supported schools. Historically, the Choctaws have worked as sharecroppers and in other forms of common labor. With the decline of farming and rise of industry during the nineteen fifties, many lost their traditional and principal means of employment. The older Choctaws were particularly handicapped in finding new jobs due to lack of skills in English and vocational training. The younger, better educated Choctaws were confronted by racial barriers in obtaining local, industrial employment.

As a result of civil rights legislation in the sixties and the federal policy of "Indian Self-Determination" in 1970, several Choctaws assumed top level positions in the local Agency and others are employed in programs operated by the tribe. Many are employed in paraprofessional positions with health, education, housing, and social services programs.

While some progress has been made, many of the problems which historically plagued the advancement of the Choctaw are still working their influence. Whereas there was once a need for schools, now there is no form of compulsory education to keep children in them. There are very few qualified Choctaws to teach in the schools. The drop-out rate is high and the achievement level of Choctaw students completing twelve years of education is well below grade level. In general, the parents want a good education for their children but know very little of what this entails. Given the availability of federal funds the tribal leadership has attempted several solutions to the problems--Head Start, Follow Through, Adult Basic Education, Career Education, and so on. However, it has been difficult for school-based or center-based, education programs to get a significant number of Choctaw parents to visit the schools or centers to become aware of and take part in the education of the children. Family Education was designed to take the program to the parent and to have this done, not by outsiders (and in Choctaw communities even a Choctaw from another community may be considered an outsider), but by people from the parents' own community. The home visitors were selected from and hired by the people they would train in the early childhood instructional techniques. In this respect, the goal has been not only to obtain quality education but to pursue this as an expression of self-determination. This concept has been expressed very well by some tribal leaders with respect to the Family Education project:

> The objectives, delivery system and evaluation procedures we propose in our Choctaw Home-Centered Family Education Demonstration Project must be viewed in light of the Choctaw people's long range objective of tribal self-determination. Simply stated, this objective as applied to education or any other problem area, means that we intend to control our own programs, make our own mistakes, establish our own goals, and determine the means through which these goals can best be reached.
>
> Better education, especially for our young children, is a basic goal for our tribe, but we recognize the importance of working towards this goal through means consistent with our broader objective of self-determination. This means that we are seeking more

> than just better educational programs to serve our people, but educational programs which will draw upon our Indian experience, which are compatible with our culture, which generate community leadership, which provide for maximum participation by the people to be served, which prepare our people to shoulder their own burdens, which have the greatest propensity for stimulating a sustained community and tribal effort toward achieving our self-determination objectives, which is designed in direct response to input from the Choctaw people, and which, in this instance, we believe will constructively stimulate the cognitive development of our young children while providing their families with the opportunity to learn how they can help their children to reach their full intellectual potential. The Family Education Program proposed fulfills these conditions. Accordingly, the focus of this program is not in the client level instructional component, important as it is, but rather in the instructional delivery system to be utilized and the community action process which it will generate.
>
> We believe, and hope to demonstrate, that this Family Education Program will have a marked effect on the development of our children and on the relationship between parents and their children. We believe, and hope to demonstrate, that as a result of this program, a new level of confidence and participation in educational programs will be established both in Choctaw homes and in Choctaw communities. But most importantly, we believe, and hope to demonstrate that these results can be achieved by making maximum use of Choctaw parents, who are generally viewed as obstacles rather than potential assets by our local educators, and by placing as many of the basic decisions as possible for operating the program in the hands of the people whom it is to serve. In this way, the Choctaw people as a whole will be able to demonstrate their ability to organize and operate an educational program which will produce concrete results, and which can be utilized by other groups in other localities. (Martin, P., Thompson, B., Anderson, R., and Balser, J., Preface to: An Overview of the Choctaw Home-Centered Family Education Demonstration Project, undated).

As will become apparent in a later chapter, the collection and analysis of the demonstration data for purposes of program documentation and evaluation lead to undertaking some research. The need for research is obvious as one realizes that the language and culture of the client group are not included in the norms of most observational and scaling devices. The current interest in bilingual education has shed light on some of the knotty evaluation and measurement problems. While not everything developed to meet the goals of Family Education will be apropos for bilingual education over the nation, the understanding gained from the past four years may help fill knowledge gaps pertaining to the evaluation of projects for rural, non-English speaking, and poverty groups.

GENERAL DESIGN

The design of the project involved a unique sub-community entry and delivery system. This entry system was designed around the operation and dynamics of Choctaw communities. Ideally it would account for the selection of home visitor staff members, formation of case loads for the home visitor, and itself as vehicle to insure the continued implementation and evaluation of the program. The three phases of the system were:

Entry: The identification of sub-community groups within each geographical community. This sub-group could have a common identity, leadship, response to important issues. This group once identified would select members from within who would be nominated for the position of home visitor(s) to the sub-community after training, the home visitor(s) would recruit families within their own sub-community to receive the program and then collect baseline data. In the event of resignation, the same process for selecting a home visitor was to be repeated. Additional families and children could be recruited as they volunteered or were asked by the home visitor from within the same sub-community.

Delivery: The home visitors initiated the home intervention program, continued training, and evaluated as necessary. The home instructional component was based upon consultation and staff training by the Demonstration and Research Center for Early Education (DARCEE) of George Peabody College, Nashville, Tennessee. This period ranged anywhere from 28 to 36 months.

Outcome: Collect data to assess the effects of the program and document the manner in which it was implemented. This involved training the home visitors or other Choctaws to collect data. Follow-up testing was planned at four to six months after home visits were terminated.

These three steps encompass most of the activities, planning, and evaluation of the project. Accordingly, they will be elaborated into the major narratives for this part of the final report.

For purposes of indicating the administrative activities with the sub-community entry and delivery model as stated above, discrete phases were added.

FIGURE II

Family Education Implementation Schedule

Phase	Date			
	Group 1	Group 2	Group 3	Group 4
I	12/72	2/73	4/73	8/73
II	1/73	3/73	5/73	9/73
III	1-2/73	3-4/73	5-6/73	8-9/73
IV	2/73	3/73	5/73	8/73
V	3/73	4/73	7/73	9/73
VI	3/75	4/75	7/75	9/75
VII	7/75	7/75	7/75	7/75
VIII	1/76*	1/76	1/76	1/76*

*Home visits were terminated in July of 1975 for Standing Pine and Tucker.

FIGURE III

Outline of Implementation Phases

Phase	Stage (Duration)	Content
I	Entry (4 months)	Selection of home visitors by community.
II	Entry (2 months)	Training of parent trainer's a continuing process. Date given is for two-week, intensive workshop.
III	Entry (1 month)	Recruitment of target families, also a continuing process. Date given for initiation of recruitment.
IV	Delivery/Outcome (1 month)	Collection of baseline data, again a continuing process as new families enter program.
V	Delivery (24 months)	Home visits begun.
VI	Delivery/Outcome (varied)	Originally scheduled termination of home visits.
VII	Delivery/Outcome (18 months)	Beginning of uniform six-month testing for all communities. The last three rounds of testing and interviewing with supplemented instruments in December of 1975.
VIII	Delivery/Outcome	Termination of home visits, post-treatment data collected at Tucker and Standing Pine.

The communities were grouped as follows for purposes of phasing-in the program.

Group 1	Red Water & Standing Pine
Group 2	Conehatta
Group 3	Bogue Chitto
Group 4	Pearl River & Tucker
Group 5	Bogue Homa

The chronological schedule of phases within the model are indicated in Figures II. Bogue Homa was never included in the demonstration because of the 110 miles distance from the central headquarters of the project in Pearl River.

The initiation of the program in each community or group of communities was on a staggered basis. This permitted individualized community and training activities by the director and professional staff. With one exception (i.e. Group III) all groups were worked in at two-month intervals. Approximations of the duration for each phase are given in Figure III.

GENERAL BACKGROUND OF THE PROJECT

While DARCEE provided the initial design and format for the instructional component of the project, continuing technical assistance and evaluation were achieved through subcontractual agreement. For the first two years, the Social Science Research Center of Mississippi State University served in this capacity. Behavior Associates of Tucson, Arizona, provided this service during the last two years. These changes were accompanied by turnovers in the project directorship and they reflect differences in orientation and interest with respect to the documentation and evaluation of the demonstration. The first two years were spent in the entry and initial implementation phases of the project. Since the evaluation of the entry system was the paramount objective for the evaluation at that time, the strong sociological and anthropological orientation of the Social

TABLE 1

INSTUMENTATION

	Date							
	Project Day 1 ------------------January, 1975				January, 1975------------------January,1976			
	Frequency	Administrater	Reliability	Scoree	Frequency	Administrater	Reliability	Scoree
Darcee Home Visitor Report, Lesson Plan	Weekly	H/V	none	Child Parent				
Darcee Home Visitor Report, Evaluation	Weekly	H/V	none	Child Parent				
Comm. Parents Workshop					Monthly	Staff		
Choctaw Home Visitor Report, Lesson Plan					Weekly	H/V	w. Par. Rep Rel. Coef.	Child Parent
Choctaw Home Visitor Report, Rev. Eval.					Weekly	H/V	Regression, Internal Consis.Coef	Child Parent
Denver Developmental	Yearly/6mo.	H/V	KR-20	Child	6mo.	H/V	Rel. Coef. w.adm.staff	Child
Caldwell Home Inventory	Yearly/6mo.	H/V	KR-20	Home	6mo.	H/V	Rel. Coef. w.adm.staff	Home
Bayley Scales 2 mos.- 30 mos.					6mo.	Adm. Asst.	Rel.Coef. w.adm.staff	Child
McCarthy Scales ** 30 mos.- 48 mos.					6 mo.	Adm. Asst.	Rel. Coef. w. adm.Staff	Child
Knowledge of Child ** Development					6 mo.	Adm. Staff Adm. Asst.	Regression, Internal Consis.Coef.	Parent
Attitude toward ** Children & Parenthood					6mo.	Adm. Staff Adm. Asst.	Regression, Internal Consis.Coef.	Parent
Choctaw Parent ** evaluation of F/E					6mo.	Adm. Asst.	Regression, Intern Consis. Coef	Parent
Leiter					6 mo.	Adm. Asst.	Regression	Child
Parent Report					Weekly	Parent	w. H/V Rep.	Child

**Choctaw Translations prepared.

Science Research Center made them a logical choice for the subcontract. Their report (Jones and Ross, 1974) issued at the end of the second fiscal year contains a great deal of demographic and observational information about the Choctaw family and its environment. Some of what they reported is used here. After this period, the project focused on the instructional and early childhood variables and less on the community dynamics supporting the model. Behavior Associates were awarded the subcontract as their background was commensurate with the current orientation. While the change of evaluators provided an optimal match of information needs with the changing focus of the project, this change resulted in the need for a second developmental period. This enabled the new director and evaluation team an opportunity to explore and refine instrumentation and training techniques appropriate to the project at that point in time. Hence, there are some inconsistencies, which will be noted later, between the first and last two years of the project. The differences in instrumentation, not including demographics, between the first two and last two years is given in Table 1. A later section will detail the function of these instruments and why some were dropped, retained, added, or modified. Other instruments, which were either given to selected children during the first two years and then dropped from use in the project before the end of that period or were proposed and then never administered, included the California Preschool Social Competency Scale, the California Test of Basic Experiences, and the Perceptual Test (a potential scale devised by the first evaluators to measure perceptual development of children ages three years and over).

OVERALL RESEARCH DESIGN

When the project was funded in September of 1972, the design called for the enrollment of each child from ages birth through four within the six centrally located communities. This was an estimated 250 children. Subsequently, the tribe acquired programs for the operation of day-care homes and centers in addition to Head Start. The paramount effects of this were twofold: the sample size was cut in half and an attractive alternative was introduced. While randomization of subjects with respect to their age of entry in the program, varying the duration of treatment, and placement of subjects into treatment and control groups was never considered, the new programs introduced a self-selection alternative beyond that of refusing to participate. All of these limitations reduced the design of the project to quasi-experimentation.

Table 2

The Original Quais-Experimental Design
A Multiple Time Series

Community 1.	O	X	O	X	O	X	O	X	O
Community 2.	O	X	O	X	O	X	O	X	O
Community 3.	O	X	O	X	O	X	O	X	O
Community 4.	O	X	O	X	O	X	O	X	O
Community 5.	O	X	O	X	O	X	O	X	O
Community 6.	O	X	O	X	O	X	O	X	O

X - Treatment
O - Observation

Table 2 contains the design of the project as proposed by the first evaluators. The "O" or observations were the tests scheduled at six month intervals staggered according to entry and the "X" or treatments were the weekly home visits. Each community constitutes its own time series (Campbell and Stanley, 1966) entering and exiting the design at staggered, two month intervals for a two year period. This was not done for purposes of obtaining a delayed-entry controlled group, but rather to reduce the number of home visitors being selected and trained at one time. Four months after the last home visits, a final round of testing was planned. The testing was altered during the second project year to testing annually on the original staggered basis.

Table 3

Revised Quasi-Experimental Design

Old	X	O_1X	O_2X	O_3X	O_4		Communities
	X	O X	O X	O	O	A.	Bogue Chitto Conehatta Pearl River Red Water
New			O_1X	O_2X	O_3		
			O X	O	O		
Old	X	O_1X	O_2X	O_3X	O_4	B.	Standing Pine Tucker
	X	O X	O X	O	O		
New			O_1X	O_2X	O_3		
			O X	O	O		

X - Treatment
O - Observation

Table 3 illustrates the design commencing with the third project year. The staggered testing was ended, all communities were tested at the same time beginning in July, 1974. The staggering had made it almost impossible to coordinate the uniform testing of each child at equal intervals in each community. In December of the same year, these observations were supplemented with additional forms of evaluation. Testing was done once every six months. Additional families and children were added to provide a new set of baseline measures with the revised set of instruments. In July of the following year, the program was terminated for two communities (i.e. Standing Pine and Tucker). As some of the parents in the remaining four communities enrolled their children in the center-based program, after O_3 for the old recruits and O_2 for the new recruits, an additional source of control was available. Thus the controls fall into groups dependent upon whether the parent kept the child at home or placed him or her in a center and whether this was an option of the parent or forced by the termination of home visits.

There can be no adequate substitute for one or more control groups when trying some or all of the experimental effects due to an intervention of this nature. It is unfortunate that the planning for such groups was not anticipated before the project was initiated. Failing this, both teams of evaluators have proposed assessment techniques which could only indirectly account for program effects.

Thus the overall evaluation design was intended to provide information as to whom the program was delivered, what was the background of the recipients, what were the competence and background of the delivery agents, and how was the program delivered and received. The design does not permit an answer to questions concerning what would have been the longitudinal consequence on the development of Choctaw families and children without any exposure to the intervention.

CHAPTER 2

THE SUB-COMMUNITY ENTRY SYSTEM

The sub-community entry was a unique system whereby natural groups within the community were identified, group leaders were pinpointed, nominations and selection of home visitors were made. The procedure insured local, even neighborhood, control and input to the program. Among those reasons which might be offered to justify the conception and use of such an approach include: the known presence of pressure groups within a community, the high probability of community in-fighting between these groups if they are not given some voice in the selection of service delivery agents, the known failure of other programs without such a mechanism, and finally the intention of planning an optimum of local control and determination. The extent to which any or all of these considerations were operative before and during the program varied. There were, however, more specific beliefs stated in the original project proposal which demanded such an approach: the belief that a center-based early childhood program would not be accepted by the parents, the unwillingness to accept information on child rearing and education from anyone who has not demonstrated his or her competence in this, the stated impossibility of non-Choctaw professionals and even Choctaws who were not members of the sub-group to gain acceptance into the homes, and the unwillingness of the Choctaw parent to permit child testing inside or outside the household. Many of these notions proved wrong. The initiation of a center-based program for children of pre-Head Start age a year after the start of the Family Education program has already been mentioned. The techniques used to gain acceptance in the home and collect information on program outcome via questionnaires and tests will be mentioned in next chapter.

PRE-ENTRY ACTIVITIES

Before proceeding to a discussion of the entry system in each of the six communities, the selection and characteristic of the home visitors, and finally the selection and characteristics of the families, the overall administrative structure of the project will be detailed. The central staff was hired before the home visitors and consisted of a director, two early childhood education specialists, and a secretary. During the last year of operation, the project functioned without a second early childhood specialist. For the last year-and-a-half, the position of Choctaw administrative assistant was created and maintained. Ideally, there was one home visitor for every ten to twelve families.

The project directorship required a minimum of a master's degree in education, teaching and administrative experience, and knowledge of research techniques. This position was first held by a qualified, full-blood Choctaw. He performed the required interviews and community work during the entry and early delivery phases in each community. For obvious reasons, this process would prove very difficult for anyone not speaking Choctaw. All other responsibilities of this position were similar to directing a Head Start or Home Start project: hire, fire, set policy, work with community interest groups, develop and execute a budget, set project priorities, disseminate project information, and so on.

The early childhood education specialist position required a masters degree in early childhood or related area, teaching experience, and work with a minority group. These requirements were waived once to permit the hiring of a Choctaw with a bachelor's degree in education. The duties of the position included: learn the home visitation process from DARCEE, train the home visitors in these teaching and assessment techniques, assist the director and home visitors in preparation and maintenance of assessment related reports concerning day-to-day operation of the project, and work with the evaluators to adapt test instruments and revise methodology as appropriate.

According to the original proposal, the qualifications of the home visitor included: membership in one of the assigned Choctaw sub-communities, parents of at least one child age four or older, legally married and living with spouse, respected member of community, possibly be a leader in the sub-community, adequate transportation and insurance, minimum of an eighth grade education, speak Choctaw and English, and willing to work with Choctaw families. The educational requirement was later waived. The duties of the home visitor were to recruit families in her own sub-community, make weekly home visits, plan activities, test the children, collect general survey and household data. The extent to which the qualifications were met and the duties performed will be discussed later in this chapter and the next.

When, during the third year, it became necessary to revise and extend data collected on the children and parents and to further adapt the model to the culture and practices of the client group, the position of administrative assistant was created. This individual was promoted from the ranks of the home visitors. The selection was based upon the following considerations: demonstrated mastery of home visitation competencies, ability to assist in obtaining written translations of project instruments, ability to conduct staff meetings and workshops using Choctaw once briefed in English, completing an undergraduate course in test and measurement, and the ability to function in a supervisory capacity. The administrative assistant accomplished all of the above in addition to: collecting inter-observer agreements with home visitors for Denvers and Caldwells, administering Bayleys, McCarthys, and parent questionnaires in Choctaw, and helping the non-Choctaw staff avoid faux pas due any unusual family or community situation.

DELINEATING SUB-COMMUNITIES AND SELECTING HOME VISITORS

It has been observed (Peterson, 1971) that the Choctaw communities frequently contain sub-communities based upon geographical or kinship groups. Sometimes the distinction is a combination of both factors. These sub-groups have their own identity and leadership. The sub-groups in a community were identified by canvassing the community for commonalities of opinion and leadership among residents. These divisions were verified by asking informants (the same or different group of residents or leaders) to sort all families into sub-groups. Agreements between these judges could be computed and corrections made on the basis of further discussion. Members of these sub-groups could nominate and vote on the final selection of home visitors from the ranks of those qualified in the sub-groups. If the sub-group were too small to justify having its own visitor, a compromise candidate was selected from the combination of one or more sub-groups. The documentation and evaluation of this sub-community entry were based upon program narratives, monthly reports, and interviews of the project staff by members of the Social Science Research Center. Their report and evaluation on this phase of the project follows.

> Another key feature of the entry system, as proposed, was systematic selection of parent-trainers based upon inputs from sub-communities through their leadership element. The general mode of operation was to formally distribute information to the target population about the nature and objectives of family education, to solicit nominations from community members for the position of parent-trainer, and to carry out the final selection of parent-trainers in consultation with community leaders. Presentations were made at regularly scheduled Community Development Club meetings in each of the Choctaw communities. In the first meeting, two months before program initiation, general information on the nature of family education was presented. In the second meeting, one month before the communities were entered, more detailed information was provided with specific concern focusing on the role, number of, and qualifications of parent-trainers. The parents present at the second meeting were asked to nominate people for the

position of parent-trainer or to apply to tribal leaders themselves if they were interested. In final session with community leaders, the qualifications, expertise, and level of community acceptance of the applicant were analyzed.

Although there were variations from community to community, six communities treated as four operative groups were entered and a staff of parent-trainers selected from the community members. Some of the deviations from the proposal and variations in the entry systems for the different communities, or community sets, are noted below.

Red Water/Standing Pine

Red Water and Standing Pine jointly formed the first operative group entered. Initially, there were eight persons suggested for parent-trainer positions in Red Water, but the community itself screened the applicants on the basis of current employment needs or problems within the applicant's family. Community leaders recommended two persons whom they felt were best qualified for the positions, and, as there were no sub-groups identified in Red Water, their recommendations were accepted.

There were only three applicants in Standing Pine. The qualifications of each applicant were discussed with the CDC present who rejected one person as a viable candidate. The remaining two applicants belonged to different community sub-groups and were subsequently hired to fill the two parent-trainer positions for Standing Pine.

Conehatta

Discussions with two community leaders in Conehatta revealed the existence of four sub-communities. This information was verified by presenting both leaders a list of eligible program families and asking them to note which tribal councilman or school board representative each family would support. The conclusions of both leaders closely corresponded.

The procedure used to make the final selection of parent-trainers in Conehatta differed significantly from that used in Red Water and Standing Pine. When all applications had been filed, the names were placed on a rating sheet. In all, approximately eighty sheets were sent to community members, including tribal councilmen, school board representatives, CDC officers and eligible families. The number of sheets sent were divided as closely as possible among the four sub-groups. Identification letters were placed at the bottom of the sheet to identify the responding sub-groups. Of the 80, 16 were returned. From the identifying letters, it was apparent that one sub-group did not reply. An unsuccessful attempt was made to select the parent-trainers on the basis of sub-group response, but this proved unsatisfactory. The method finally adopted was the assignment of descending values for the ratings received. If there were eight applicants, the rating number "one" was assigned a value of eight and so on for each of the ratings in descending order. The number of "one" ratings was multiplied by eight, "two" ratings by seven and so on. These results were added and the four applicants with the highest totals were hired. During the second and third weeks in March, Conehatta parent-trainers participated in orientation/training and entered the field in April, 1973.

Bogue Chitto

The procedure followed in Bogue Chitto was similar to that used in Conehatta. However, instead of two community leaders, several leaders, as well as persons active in community work, were asked to indicate the group alignments of target families. All agreed that there were no significant sub-community groupings.

Of the approximately 80 rating sheets mailed out, 15 to 16 were returned. The rating system used in Conehatta was also used in Bogue Chitto, but an identifying code was not placed on the sheets as no sub-communities had been identified. Five parent-trainers were subsequently hired. Orientation training was initiated for Bogue Chitto on May 5, 1973, and was terminated on May 18. First home visits were made in July, 1973.

Pearl River/Tucker

The final operative group included Pearl River and Tucker. Pearl River was originally identified as a separate operative group, but as Bogue Homa leaders indicated little interest in Family Education, Pearl River and Tucker were combined to form one group.

The procedures for filling parent-trainer positions in Pearl River were similar to those used in Conehatta and Bogue Chitto. People from every community live in Pearl River, so it was felt that it would be impossible for parent-trainers to accurately reflect the make-up of the community. One hundred rating sheets were sent to office holders and target families. Ten to twelve sheets were returned, and four parent-trainers were initially hired.

In Tucker, forty rating sheets were sent to community members, but only two were returned. The school board representative, tribal councilman, and CDC president were asked to recommend two persons who were subsequently hired. No sub-communities were identified in Tucker.

In the ten day period spanning September 4 through 14, parent-trainers in the last operative group received orientation/training. The first field contacts were also initiated in September, 1973.

Since program inception, there has been recurring turnover of parent-trainers. Eight of the original group of 20 resigned, necessitating replacement, and even replacement of replacements. Considerable disruption in program due to parent-trainer staff changes were cited by the supervisory group. In addition to the delay in training

> new staff members, it was necessary for the new staff to develop rapport with the child-clients and families. (Jones and Ross, 1974, pp. 11-15)

Table 4 presents the record of qualifications, educational preparation, sex, age, selection processes, length of employment, and reason for termination of each home visitor ever hired in the project. The majority of home visitors were female (89.6%), married (86%), with a child over four (65.5%), or at least with a child (82.8%). The average age was twenty-eight. The range of education varied from six years to some college experience. As noted earlier, this requirement was waived in the early stages of the project. It is interesting to note that the three males resigned for salary, community, or personal reasons. No males lasted until the end of the project. Males, who visited the households during the day, were sometimes regarded with suspicion by other males in the community, especially the husbands of the mothers being visited.[1] Perhaps the reason for their selection in the first place was the attempt to find community leaders. One of three was definitely known as such. The leadership variable was not sited as a reason for hiring any of the female home visitors. However, a few obtained this distinction in the course of their tenure with the project.

A majority (93.1%) of the home visitors were selected by and given employment contingent upon the choice of the community leaders and parents. The others, all replacements, were selected from qualified candidates by the director and appointed once they were informally and unofficially accepted by members of the Community Development Club or by the mothers who would constitute the new visitor's case load.

The average length of employment was 13.5 months. This is less than half the total length of employment, 28 to 36 months, possible within the project. The reasons given for leaving the project are enlightening. Over 41% left to obtain a

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[1] Peterson (1975) communicated the same problem with regard to a similar project using males as a part of the outreach staff on the Papago Reservation.

Table 4

Qualifications of Home Visitors

H/V	Community	Age at App't.	Marital Status	Sex	Parent of Child 4	Level of Educ.[a]	Length of Employment	Selected by Comm.	Reason for Leaving
1.	Red Water	26	M	F	Yes	10	36 mos.	Yes	End of Project
2.	Red Water	25	M	F	Yes	13	12 mos.	Yes	End of Project
3.	Conehatta	33	M	F	Yes	9	32 mos.	Yes	End of Project
4.	Bogue Chitto	35	M	F	Yes	5	26 mos.	Yes	Better Job
5.	Bogue Chitto	20	M	F	Yes	8 + GED	14 mos.	Yes	Personal Reasons
6.	Bogue Chitto	20	M	F	None	9 + GED	32 mos.	Yes	End of Project
7.	Tucker	18	S	F	None	12	12 mos.	Yes	Educ. Sch'ship
8.	Pearl River	35	M	F	Yes	10 + GED	30 mos.	Yes	End of Project
9.	Pearl River	40	M	F	Yes	8	29 mos.	Yes	End of Project
10.	Standing Pine	21	M	F	Yes	11	18 mos.	Yes	End of Project
11.	Red Water	20	S	F	No[b]	10	3 mos.	Yes	Comm. Pressure
12.	Bogue Chitto	21	M	F	No[b]	12	6 mos.	No	End of Project
13.	Pearl River	28	M	F	Yes	8	6 mos.	No	End of Project
14.	Standing Pine	22	M	F	None	12	9 mos.	Yes	Better Job
15.	Bogue Chitto	18	M	F	No[b]	9	7 mos.	Yes	Personal Reasons

Table 4 Con't.
Qualifications of Home Visitors

H/V	Community	Age at App't.	Marital Status	Sex	Parent of Child 4	Level of Educ.[a]	Length of Employment	Selected by Comm.	Reason for Leaving
16.	Conehatta	27	M	F	Yes	10 + GED	18 mos.	Yes	Better Job
17.	Conehatta	35	M	F	Yes	10 + GED	18 mos.	Yes	Better Job
18.	Pearl River	37	D	F	Yes	12	13 mos.	Yes	Better Job
19.	Pearl River	36	W	F	Yes	12	13 mos.	Yes	Better Job
20.	Tucker	22	M	F	No[b]	12+	12 mos.	Yes	Better Job
21.	Tucker	29	M	F	Yes	12	7 mos.	Yes	Better Job
22.	Bogue Chitto	27	M	M	Yes	8 + GED	1 mos.	Yes	Better Job
23.	Red Water	42	M	M	Yes	8	12 mos.	Yes	Comm. Pressure
24.	Conehatta	29	M	F	None	12	11 mos.	Yes	Personal Reasons
25.	Pearl River	47	M	F	Yes	7	6 mos.	Yes	Better Job
26.	Standing Pine	36	M	F	Yes	?	2 mos.	Yes	Personal Reasons
27.	Bogue Chitto	20	M	F	None	10 + GED	5 mos.	Yes	Better Job
28.	Bogue Chitto	24	M	F	No[b]	11 + GED	4 mos.	Yes	Personal Reasons
29.	Standing Pine	37	M	M	Yes	8	3 mos.	Yes	Comm. Pressure

[a] The first number indicates the level in terms of years; additional education achieved while on the job is noted by a plus sign.

[b] The employee had one or more children under 4 years.

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better paying job, 31% left because of the end of the projects' field activities, over 17% left due to personal reasons, and slightly more than 10% left because of community pressure. Personal problems ranged anywhere from the loss of transportation to pressure from a spouse to spend less time out of the household making visits. Community pressure usually involved rumors of one's not doing the job, promiscuous behavior, etc.[2]

Two factors help to explain the high percentage of defection due to better paying jobs. The home visitors were paid near poverty level wages. Even their highest raise, which was given during the last fiscal year, only brought their salary on an annualized basis to $5,500 or at the poverty level declared by the Department of Labor for 1975. Second, the home visitors were given an opportunity to attend G.E.D. classes one day a week. Choctaws obtaining this level of education are at a premium. Positions, such as teacher-aides in Head Start, Follow Through, technicians and clerks in health and education programs requiring this level of education are continually opening and almost always paid well. Thus, providing this opportunity of formal education and the training in community services and education generally involved in training to become a home visitor made the project seem at times more akin to a manpower training program than an early childhood demonstration.

Providing opportunity for education was common to all of the tribal programs. The inequities in salary across programs is a planning problem for both the tribe and the federal government funding programs simultaneously out of different departments. A later chapter of this report will deal with the competencies of the home visitors given this diversity of experience and educational attainment.

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[2] In the latter case, it should be remembered that the home visitors were selected from the sub-community unit of their own residence. Therefore, it was almost impossible to separate one's private, personal life from one's employment. Indiscretions of even the smallest kind spread quickly because of public knowledge and given the proper chemistry could be used as reasons for suggesting the lack of moral character, required or otherwise imagined necessary, for a given job.

SELECTION AND BACKGROUND OF CLIENT FAMILIES

Once the home visitors were selected and trained, they returned to their community or sub-community and recruited client families and children.[3] This section will deal with the changing criteria used in selecting families and children for the program. These criteria shifted over the course of the project. Comparative background data for participants and non-participants are given under the criteria applied during the last year-and-a-half.

Subject Selection

The intent of the project in its proposal stage was to enroll every family with children from 0-5 years--a potential of approximately 325 parents and 521 children. Due to such factors as maternal employment, lack of interest in the program by some of the parents, over-estimate of the population by the time funding was available, this target enrollment was never reached. It is clear from reports kept on initial parents invited to participate that some were misinformed about the objectives of the program. Some of the parents refusing to participate stated their resentment of any implication that they were not capable of teaching and rearing their own children. The final section of this chapter will be devoted to enumerating the general background factors on reservation which affected the recruitment and continued participation of families.

At the end of two years, 221 families and 332 children ranging in ages from 0-4 years were recruited (Jones and Ross, 1974, p. 19). However, only 154 families and 221 children were enrolled. Of this number only 145 families and 210 children had received at least one home visit. Besides the factors already sited and those to be described later, there was a problem concerning the extreme latitude in recruiting families and children. Additionally, families were given the freedom to drop and then re-enroll in the project at will.

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[3] A narrative on the actual training of the home visitors will be provided in the next chapter.

Apparently the major recruitment goal during the first two years was to obtain as many children as possible, regardless of their caretaking situation. Thus, children were recruited in a caregiving situation which would involve delivering the program through caregiver who may or may not have been related to the child, may or may not have been in the child's own household, and may or may not have been paid for their services, i.e., as in day care centers or homes. In those situations where the caregiver was related to the child, the relationship in addition to maternal might have included: aunts, grandmothers, foster mothers, or other female relatives along maternal or paternal lines. Given the continued existence of the extended family unit on the Choctaw reservation, it was within the cultural boundaries of "family" to permit the delivery of visits to persons other than the biological mother. However, when the program was delivered outside these kinship boundaries, the recruitment was obviously intended only for its own sake. Data collected on some of these other unstable caregiving situations not only violated the concept of "family education" but also served to focus too much attention directly on the child. The real target of the project was the dyad and not either the mother or child independently.

For these reasons, the project sample beginning with the third year was redefined to include children from birth through four in caregiving situations involving biological mothers, foster mothers, and other relatives, preferably inside the child's own household. This definition of family was consonant with the varied forms of family life as found on the Choctaw reservation. Accordingly, all families and children not meeting this criteria were purged from the roll and advised to seek the assistance of the other tribal early childhood projects. Further, the remaining families were not permitted to re-enroll after they were terminated for any extended period. As this reduction concurred with a revised schedule to testing and interviewing as indicated in Table 1, the decision was made to attempt another wave of recruits to obtain new baseline measures and subject-selection under the above stated restrictions.[4]

Background of Client Families

Given the adjustments made in the research sample, it was decided to use data from a recently collected manpower survey (Spencer, Peterson, and Kim, 1975) to assay the sample with other groups within the tribe not participating.[5] These comparisons empirically define "the sample as a sample". The first comparison group consisted of all parents with children ages birth through four not participating in Family Education, hereafter designated as non-participants. The second comparison group was with all tribal households (i.e., all males and females, sixteen years and over or all households as appropriate per comparison). These comparisons indicate the representativeness of the treated families with their most appropriate comparison groups--non-participating families with children of the same age. And the second group compares the participants to the tribe at large. Given that most of the non-participant families had their children enrolled in the center-based pre-school programs(day care centers or homes and Head Start), the comparisons provide some indication of program preference given similar background variables with the same population. Chi-squares were performed for all comparisons and the criterion was set for rejecting the hypothesis of no differences at the five percent level. Variations in the cell size for each table were due to elimination of persons or households for whom information was not available regarding a particular variable. They were included in other tables when the information was available. Very few omissions were necessary.

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[4] Here again, it should be recalled that this project was a demonstration study, not experimental. The ideal test of the home visitation concept would include more rigid controls and comparisons for the child's age of entry, intensity and duration of the program, and mother's selected on certain key factors (Bronfenbrenner, 1974). Some of these more elegant approaches would prove difficult to implement on this reservation given the size of the tribe itself. One could not, for instance, recruit fifty two-year olds over a six-month period who had unemployed mothers willing to remain unemployed for a few years while home visits are delivered. Another research tactic considered was to collect follow-up data on those children removed from the rolls of the project. Using such a group would have permitted some comparison on the dimension of attachment through kinship. This was considered and rejected given the size of the staff and project resources at the time. Another tactic might have been to use the degree of kinship as an independent measure of the program's efficacy. Given the lack of early home intervention research which contains any explicit selection and delivery through adults other than mothers, this approach would make a contribution to the existing literature. This did vary within the sample; however, no attempt was made to form balanced groups around different family types. For purposes of representativeness, it was decided to permit the selection and delivery of the program to the Choctaw family as it exists. This included both nuclear and extended families.

[5] This work was performed by B. Spencer using the data and computer facilities at Mississippi State University. The original survey contained comparisons between tribal and Mississippi and national figures based upon the 1970 census in addition to comparisons of these tribal figures with those of a tribal survey conducted in 1968. The interested reader should inquire through the Tribal Office, Route 7, Box 21, Philadelphia, Mississippi 39350, for a full copy.

Table 5

Language Spoken Most In Household

	Participants (N=86)	Non-Participants[a] (N=210)	All Tribe[b] (N=761)
	Percentages		
Choctaw	86.0	75.7	80.6
English	3.5	8.1	7.1
Both[c]	10.5	16.2	12.4

a. Participants vs. non-participants, $x^2 = 3.55$, d.f. = 2, $p < .13$.

b. Participants vs. all tribal households, $x^2 = 2.05$, d.f. = 2, $p < .40$.

c. Choctaw and English used approximately equally.

Table 5 indicates the language preferences of the Choctaw households. As noted, the overwhelming majority of the participants, non-participants, and tribe at-large claim the use of the Choctaw language exclusively. There are no statistically significant differences between groups. The exclusive use of English occurred in only the smallest percent of households for all three groups.

Table 6

Family Type

	Participants (N=86)	Non-Participants[a] (N=210)	All Tribe[b] (N=758)
	Percentages		
Nuclear	62.8	62.4	69.5
Extended	37.2	37.6	30.5

a. Participants vs. non-participants, $x^2 = .004$, d.f. = 1, $p < .95$.

b. Participants vs. all tribal households, $x^2 = 1.15$, d.f. = 1, $p < .30$.

Tables 6, 7, 8 indicate the other family characteristics of the sample. Sixty-two to sixty-three percent of participant families were nuclear units. For purposes of these comparisons, a nuclear family consists of a household head and spouse, or head only, and children. The extended unit contains a nuclear unit plus persons related by blood or marriage. A third form is a stem family--a nuclear unit which includes one or more parent of the head or spouse (Spencer, Peterson, and Kim, 1975, p. 13). Stem families were included in the figures for nuclear families. The extended family is the traditional family unit among Choctaws. A similar survey performed in 1968 had indicated fewer extended units. Factors which contributed to the increased number of extended units included increased population, unemployment, unstable family incomes, and with Federal assistance, the increased number of larger sized houses being built on reservation. These economic trends should not be interpreted as the sole reason for the extended family. Psychologically, many Choctaws still function in terms of an extended unit. Free time and vacations for instance, are spent most often, by choice, with relatives. Historically, families formed clans and these clans determined one's social stature in the tribe. There existed, in addition, an elaborate kinship terminology. Even today, there appears to be an ill-defined but none-the-less real hierarchy among families.

Table 7

Mean Size of Household

Sample	Number	Mean Size
Participants	86	6.79
Non-participants	211	6.02
All households	763	5.00

The mean number of persons per household (Table 7) was more comparable for participants and non-participants than for the tribe at-large. The Choctaw population has fifty-three percent of its population under 20 and a median age of 17.7 years (Spencer, Peterson, and Kim, 1975, p. 6). Given such a youthful population and that the participating and non-participating families, by definition, contained children, it is not surprising that these groups had larger families than the tribe at-large.

There were no statistical differences between the three groups for sex of household head (Table 8). The figure for male household head includes males with or without wives. The household head may or may not be the sex as indicated. This survey used the traditional census practice of identifying the male as household head even in those cases where a female claimed to be head but had a husband. This is unfortunate for researchers working with this culture. Although males traditionally represented the family in external matters, the Choctaw family structure was matrilineal, with the matriarchal principal particularly important within the domestic group. Although the matrilineal bases of kinship has been greatly restricted, the role of the mother in all domestic matters continues to be much stronger than in other cultural groups.

Table 8

Sex of Household Head

	Participants (N=86)	Non-Participants[a] (N=210)	All Tribe[b] (N=773)
	Percentages		
Male	82.6	79.5	77.5
Female	17.4	20.5	22.5

a. Participants vs. non-participants, $x^2 = .18$; d.f. = 1, $p<.66$.
b. Participants vs. all tribe, $x^2 = 1.20$, d.f. = 1, $p<.30$.

Table 9

Presence of Father or Stepfather In Household

	Participants (N=90)	Non-Participants[a] (N=212)
	Percentages	
Father Present	75.6	77.8
Father not present	24.4	22.6

a. Participants vs. non-participants, $x^2 = .09$, d.f. = 1, $p<.80$.

There was no significant difference in the participant and non-participant groups with respect to presence and absence of father (i.e., spouse of mother or guardian) in the households (Table 9). The cell sizes are higher here because in some cases more than one unit (father, mother, child) reside in the same household. Nuclear, rather than extended,units are included in this table. It should also be noted that in the non-participant group there were four white fathers and two white mothers. As data was not collected regarding white persons in Choctaw households in this survey, those persons were also excluded from the analyses of education and occupation. There were no white mothers or fathers identified in the participant group. The recruitment which occurred shortly before the beginning of the last project year included two white mothers, both married to Choctaw males.

In summary, the sample of participating families were no different than non-participating families with children of the same age or the tribe at-large for language spoken, sex of household head, father present, and family type. The participants tended to use mostly Choctaw in nuclear households headed by males. The household size was slightly higher for participating and non-participating families than the tribe at-large. As indicated, this may be attributed to the median age of the tribe and high percentage of females of child-bearing age.

The occupational employment and educational attainment data did indicate some differences. The occupational classification (Figure 4) is based upon a modified Edwards or census classification (Miller 1973, pp. 172-173). The basic index is primarily occupation oriented but also related to education and income.

Table 10 contains the occupational status of fathers. There were no statistically significant differences for the groups by occupation or employment. The highest percentages exist in the semi-skilled and unskilled categories. The occupational status included those working or available for work. It did not include students, retired or disabled persons, or those who did not wish to work.

Figure 4

Occupation Index

Classification Used	Census Classification
White collar[b]	Professional; technical and kindred; managerial and administrative, clerical and kindred; sales workers.
Skilled	Craftsmen, foreman and kindred.
Semi-Skilled	Operatives; transport operatives; service workers.
Unskilled	Laborers, farm workers, household workers.
Unemployed[c]	Unemployed in labor force.

[a] Based upon Alba M. Edward's Social-Economic Grouping of Occupations in D. C. Miller, Handbook of Research Design and Social Measurement, 1973, pp. 170-171.

[b] This is a very broad category as so few Choctaws hold jobs on the professional and managerial levels.

[c] Includes only those available to work and not students, disabled or retired persons or those who do not wish to work.

As Table 11 indicates, significant differences existed between participant and non-participant mothers with reference to employment status of persons in the labor force (i.e., included only person who were working or available to work). Sixty percent of the non-participant mothers were employed compared to thirty-nine percent of the participant mothers. Fifty-eight percent of the participant mothers were unemployed (i.e., but available to work) compared to 34% of the non-participants. The "training" category referred to participation in one of the tribal Manpower training programs funded through federal and state departments of labor.

Table 10

Father's Occupational Status

	Participants (N=65)	Non-Participants[a] (N=153)	All Tribe[b] (N=742)
	Percentages		
White Collar	13.8	7.8	6.7
Skilled	3.1	8.5	5.8
Semi-Skilled	35.4	35.9	31.0
Unskilled	41.5	34.6	42.2
Unemployed	6.2	13.1	14.3

[a] Participants vs. non-participants, $x^2 = 6.23$; d.f. = 4, $p < .18$.
[b] Participants vs. all tribe; $x^2 = 8.08$; d.f. = 4, $p < .10$.

Table 11

Employment Status of Choctaw Mothers
Having Children Ages Brith Through Four

	Participants (N=71)	Non-Participants[a] (N=177)
	Percentages	
Employed	39.4	59.9
Training	2.8	6.2
Unemployed	57.7	33.9

[a] Participants vs. non-participants; $x^2 = 12.11$; d.f. = 2, $p < .002$.

Table 12

Occupational Status of All Participant Mothers, Non-Participants, And All Females in Labor Force

	Participants (N=71)	Non-Participants[a] (N=177)	All Tribe[b] (N=739)
	Percentages		
White Collar/Skilled	8.5	14.1	10.4
Semi-Skilled	28.2	41.8	38.4
Unskilled	5.6	10.2	11.6
Unemployed	57.7	33.9	39.5

[a] Participants vs. non-participants, $x^2 = 11.84$, d.f. = 3, $p < .01$.
[b] Participants vs. all tribe, $x^2 = 9.78$, d.f. = 3, $p < .02$.

Table 12 contains the occupational status of participants, non-participants, and all females 16 years or over. A significantly greater proportion of participant mothers were unemployed than is true of non-participant mothers. The same conclusion holds for comparisons of participating mothers with all tribal females. Both groups also contained a higher percentage of white collar, skilled, semi-skilled, and unskilled.

Table 13

Occupational Status of Employed Participant, Employed Non-Participant, and All Employed Females in Tribe

	Participants (N=30)	Non-Participants[a] (N=117)	All Tribe[b] (N=447)
	Percentages		
White Collar/Skilled	20.0	21.4	17.2
Semi-Skilled	66.7	63.2	63.5
Unskilled	13.3	15.4	19.2

[a] Participants vs. non-participants, $x^2 = .06$, d.f. = 2, $p < .98$.
[b] Participants vs. all tribe, $x^2 = .98$, d.f. = 2, $p < .70$.

Considering only those females who were employed provided a different picture. There were no statistically significant differences among the groups. The highest percentage of females in all groups were in the semi-skilled category. There was a slightly higher percentage in the combined white collar, skilled, and semi-skilled categories and fewer in the unskilled category for the participant and non-participant mothers than for all females. This may be attributed to either level of formal education or unaccredited on-the-job training which has been more readily available to the younger females than to females of all ages. As indicated later, this was not true of the participant mothers when the educational attainment of unemployed participant mothers was considered.

Table 14

Average Hourly Wage By
Occupational Classification

Occupational Classification	Average Hourly Wage	Percentage Responding
Professional/Technical	$4.66	93.0
Administrative/Managerial	$4.57	94.0
White Collar/Clerical/Sales	$2.67	91.0
Craftsmen/Foreman	$3.30	85.0
Service Workers	$2.41	94.0
Operatives	$2.16	91.0
Transport Operatives	$2.86	83.0
Laborers	$2.08	86.0
All Occupations[a]	$2.48	89.9

[a] Does not include occupational groups not listed (i.e., farm managers and laborers, private household workers, and trainees).

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Table 14 indicates the average hourly wage reported for ninety percent of all persons in occupational categories where regular wages were paid. Professional and administrative wages were comparable and at the highest level. White collar wages were lower than craftsman and comparable to transport operatives. The average hourly wage was $2.48 for all occupations included.

Table 15

Educational Attainment

	Participants	Non-Participants	All Tribe
Fathers[a]	(N=68)	(N=158)	(N=990)
	Percentages		
less than 5 years	16.2	14.6	29.2
5-8 years	27.9	28.5	26.3
1-3 years H/S	33.8	21.5	23.5
4 years H/S	14.7	17.1	12.8
1 or more years Coll.	7.4	18.4	8.2
Mothers[b]	(N=88)	(N=209)	(N=1091)
	Percentages		
less than 5 years	21.6	12.9	33.5
5-8 years	30.7	30.6	24.7
1-3 years H/S	29.5	22.0	20.9
4 years H/S	14.8	25.4	14.8
1 or more years Coll.	3.4	9.1	6.0

[a] Participant vs. non-participants, $x^2 = 6.93$, d.f. = 4, $p < .139$; participants vs. all tribe, $x^2 = 8.42$, d.f. = 4, $p < .10$.

[b] Participants vs. non-participants, $x^2 = 10.27$, d.f. = 4, $p < .036$; participants vs. all tribe, $x^2 = 8.33$, d.f. = 4, $p < .10$.

Table 15 contains the educational attainment of fathers and mothers for all groups. There were no statistically significant differences between fathers in any group. The highest percentage (33.8%) of participant fathers had between one and three years of education with those having five to eight years (28%) and less than five years of education (16%) in the next highest categories. This indicates 78% with less than twelve years of education. On a comparative basis, there were 65% of non-participant and 79% of all Choctaw males sixteen years or older with less than twelve years of education. Statistical comparisons for the groups of mothers indicated significant differences between the participant and non-participants only. The non-participants were better educated than participants. The difference may be attributed to higher percentages completing high school and some college. This was not true for the comparison between participants and all Choctaw females sixteen years old or older. The majority of participant, non-participant, and all females had completed less than 12 years of education--82%, 66%, and 79%, respectively. Although statistical comparison were not made, it may be observed that the males of all groups were slightly better educated and that this was more indicative of the non-participant group than the other two. Further, the non-participant female group was better educated than the other two and this difference reached statistical significance. One may speculate that this particular group of mothers had the advantage of age and higher level of education before entering the work force over the total female group. And the higher percentage employment among non-participant mothers provided an opportunity over the participant mothers. As most of these women probably work in tribal or BIA programs where they have easy access (i.e., resources) and encouragement to continue formal education, they were able to attain an upgrading in skills and education over their unemployed peers.

A few general observations can be made about the households and participants of Family Education under the selection criteria of families, including only children and relatives, inside or occasionally outside the household. There are no statistically significant differences for the type of household between participants and non-participants or between participants and the tribe at-large as defined by language spoken, father present or absent, size of household, composition of household, and sex of household head. As earlier indicated, the typical participating family is nuclear, headed by a male, speaks Choctaw dominantly, and contains six members. The participating mothers as a group occupied lower levels of occupation and were more frequently unemployed than non-participating mothers and tribal females at-large. This makes sense as the program obviously catered to mothers who could receive the program during regular working hours (i.e., 8:00 a.m. to 4:30 p.m.). Failing this, the program was delivered upon the consent of the mother, to another of the child's adult female relatives or after the normal working hours (later afternoon or weekends--as was the case in a few instances upon request of individual mothers). The differences in occupational level did not exist for participant mothers who were employed. The majority of mothers in all groups were either semi-skilled or unemployed. The differences in occupation/employment did not exist for fathers. The majority of fathers in all groups tended to be in the semi-skilled and unskilled categories. Statistically significant differences did not exist for the educational attainment of fathers. While there was a statistically significant difference between participant and non-participant mothers in level of education favoring the latter group, the most meaningful figures of practical significance were the high percentages of males and females never completing twelve years of education. Given the median age of the tribe, it is encouraging to note that at least for the younger generation of parents, participants and non-participants, there are differences in occupational level available and further that education is one means associated with obtaining these differences.

GENERAL BACKGROUND FACTORS ON THE RESERVATION INFLUENCING THE PROJECT

In addition to the educational, economic, and other quantifiable sociological factors, there were more general factors operative before the project and during its initial implementation which influenced its operation. Many of these, as will be indicated, were not, nor could not, be subject to quantitative analysis. Rather, they constitute the combined attempts of staffs and participants to define the Zeitgeist for the demonstration. Some of these factors created barriers and at other times provided opportunities to do things which a single staff could not.

As noted earlier, the Choctaws have lived in this area of Mississippi in relative social isolation from other local groups until recently, this social isolation even extending to Choctaw people from other communities.[6] Contact with the dominant white society has been in a servile capacity. The federal programs and resultant services have affected, whether intentionally or not, the construction of a barrier between ethnic groups as a result of meeting basic health, educational, and social needs of the Choctaw people. The net effect has been to instill a pervasive service orientation among the people. While each program may serve a worthwhile purpose in isolation, in interaction with myriad programs, the general result is some service-need areas overlapping, underproducing, or being ignored. Obviously, this is a planning problem both for the tribe and the federal government. However, the effect of this uncoordination can be witnessed in the staff turnovers as already indicated and in the dangerous tendency for the individual to lose or fail to develop self-reliance. Hence, there was a strong service expectancy on the part of the population before the Family Education program commenced. There were programs with outreach staff visiting the homes and providing services and education to its members. This included: BIA Social Services, Follow Through community aides, Mental Health and Alcoholism counselors, Nutrition or Home Extension aides, and Community Health Representatives. After the program was begun, this list was supplemented by Agricultural Extension, Child Abuse and Neglect, and the Appalachian Regional Commission's Early Childhood Project. Outside the household, Family Education tried to sample families from the same population as the daycare center and homes and Head Start programs. Hence, not only was there a tendency to expect the delivery of service but there was also a certain amount of competition among the programs to maintain their enrollment.

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[6] When the position of administrative assistant was created to train one person to test children in all the communities, the possibility of this isolation affecting the willingness of the mothers to permit the testing was anticipated. Upon the advice of the home visitors, the Choctaw woman appointed to the role accompanied each home visitor to meet all the families before scheduling any tests.

It was not surprising then that regardless of what might have been indicated during the community orientation meetings about the purposes of Family Education, the role of home visitor was interpreted as itinerant tutor for the children or that the home visitor was assuming the role of co-parent. The former was verified during the third project year by obtaining from some of the parents a verbatim translation of the Choctaw phrase used for home visitor--"my child's teacher". The roles of home visitor as co-parent may have been due to the designation of home visitor during the first two years as "parent trainers". The fact that some of the parents who refused to participate because of what this term implied has already been indicated. In either case, it is clear that the purposes of the project were not understood and that pre-existing factors on reservation such as myriad programs and services, program rivalries, pre-dispositions to accept services carte blanche or become overly suspicious of their "real" goals contributed to staff and clientele instability. As will be noted in later chapters, this should not be interpreted as a refusal to assume a responsible role in the program.

The distance between communities, between families, poor roads--many of them unpaved--and bridges, rainy climate, and few phones also made the program difficult to operate. However, these same factors, unlike those concerning the coordination and orientation of other service programs as above, contribute to the rationale for an early education program like Family Education. In a good number of cases where the mothers were not working and choose not to enroll the child in a center-based program, this was and is the only means possible for working with these families, providing educational information, and assisting them to identify services when needed.

On the other hand, there was also the possibility of coordination between programs on a voluntary basis and providing vital services where no one single program could. Cooperation between the Appalachian Regional Commission's Early Chilchood Project, BIA'a Parent-Child Development Program, and Head Start provided an opportunity to eliminate overlap of services to many of the same families. Hopefully this reduced the confusion due to various programs trafficing in and out of the household or otherwise feeding information into it. Cooperation and mutual planning between Family Education and the pre-school center-based programs (Parent-Child Development Program and Head Start) enabled Family Education to invite non-participating parents and grandparents, especially those with children in these other programs (thus extending the home-centered curriculum to families in center-based programs) to monthly workshops in each community, use the children in these other programs as practice subjects while training testers, and transfer staff (e.g. the administrative assistant for Family Education was later selected as teacher director of a Head Start center; her transfer back to Family Education to complete testing precluded the need for extensive training of another individual) for short periods and train the pre-school staffs in assessment such as the Denver Developmental Screening Test. Whereas these programs were in a position of competition, they reached the point of recognizing the need for both types of programs in an environment with such diverse needs as Choctaw. The occurrence of epidemics or other community health problems which required families to be notified of medications, symptoms, vaccinations, etc., brought about the cooperation of Family Education with the Choctaw Health Department without interferring with Family Education's objectives. Obtaining the written translations of the McCarthy Scales of Children's Abilities and the Parent Evaluation and Modular Questionnaire was possible only through the cooperation of the Bilingual Education staff.

In sum, Family Education did not operate in an environment uncontaminated with other programs or with people not using the services of other programs or with people without expectations concerning the delivery of education and services. It was, however, possible to coordinate a number of these factors for the good of the demonstration and those participating.

Chapter III

DELIVERY AND OUTCOMES

This section will deal with the functions and training of the home visitors, parental contact mechanisms, training of testers, the use and adaptation of instruments. This phase of the project was designed as the longest and, as will be seen, was the most difficult to implement in a stable manner. General community dynamics, staff turnovers, and competition with other programs have already been mentioned as creating sources of trouble in delivering the program to the target families. Content sections are treated in a sequential manner suggesting what particular problem lead to which solution.

THE DARCEE HOME INTERVENTION MODEL AND FUNCTIONS AND TRAINING OF THE HOME VISITORS

The Demonstration and Research Center for Early Education (DARCEE) provided the materials, reporting formats, and overall design for the home instruction component of the project. The director and early childhood education specialist traveled to Nashville for orientation to the model. Consultants from DARCEE participated in the training of the home visitors for the first communities phased into the project.

While the full set of DARCEE materials are too voluminous to reproduce as a part of this report, the general scope and orientation will be summarized.[7] In this model, the interaction between mother and child is the central focus. It is not the home visitor's job to teach, make value judgements concerning what she hears or sees in the home, or alter the life style of the mother receiving the program. The mother is the child's first teacher. The home visitor demonstrates and models the instructional techniques. Her behavior should reflect those attitudes and practices which she is trying to communicate to the mother. She should be encouraged to adapt the materials and techniques in a manner comfortable to herself and her own style of doing thing's and interacting with her child.

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[7] These materials included Geisy, R. (Ed.) A Guide For Home Visitors. Nashville, Tennessee, Demonstration and Research Center For Early Education, George Peabody College, 1970. Forrester, B., et al., Home Visiting With Mothers and Infants. Nashville, Tennessee, Demonstration and Research Center for Early Education, George Peabody College, 1971.

The DARCEE Skill Development Curriculum is oriented toward the total development of the child. It seeks to reach the child in the multifaceted phases and stages of his or her development. Thus, cognitive stimulation is best approached from the perspective of the child's whole development: conceptual, fine motor, gross motor, personal/social, and language. Accordingly, the home visitor is given training in the stages and sequences of many different areas of development, not just intellectual or linguistic.

The home visitor equipped with a general working knowledge of child development, learning, and the home intervention techniques plans, implements, and evaluates the home intervention for each family. Home visits constitute the only family contact mechanism and are planned on a weekly basis for a time mutually agreeable to mother and visitor. The format for planning is a narrative which outlines separate objectives for the mother and child, materials, and activity procedure. As much as possible, the materials should be those available to the mother. This has the advantage of making the home instruction convenient for the mother, familiar to the child, and keep costs down to a minimum. The evaluation by the home visitor is likewise narrative and occurs after the visit.

In addition to the functions and roles of the home visitor as specified in the DARCEE approach, the Choctaw home visitors were required to perform additional

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program evaluation functions. They were required to rate the home situation for its stimulation potential, to test the children, and to collect any additional information required by the evaluators to document or assess the project. This was necessary given the language of the families and the intent to develop an early childhood model which could be staffed, implemented, and evaluated by members of the Choctaw community.[8] Additional adaptations of the model were needed, however, the flexibility of the basic approach permitted this and other modifications to suit the objectives of the Choctaw program and culture. For instance, those tasks involving the use of a mirror were deleted as some of the Choctaws, especially grandparents, believe that a young child who looks in mirror will have some harm befall him.[9] As the original proposal specified the intended construction for each visit, it was the responsibility of the project evaluators and staff to develop and refine the materials and reporting formats supplied by DARCEE.

The home visitors received their training at two week workshops conducted by the central and evaluation staff, of the project, professional educators from other tribal programs, tribal administrators, and by practicum experiences in testing and conducting instruction in a few demonstration homes. Appendix C contains a schedule for the first workshop. This was also the only home visitor workshop which included the DARCEE trainers. Staff members later assumed responsibility for those workshop sessions conducted by DARCEE. The workshops conducted to initiate the program in the other communities did not significantly differ from the first. In one case, there was an effort to conduct as much training as possible in Choctaw. However, this practice was not followed in later workshops. Training was continued through the occasional accompaniment of an educational specialist with the home visitor during a test or instructional home visits. The educational specialist would occasionally provide retraining on the use of the Denver and Caldwell.

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[8] As indicated elsewhere during the first two years, some data were collected by staff members other than the home visitors. One of the educational specialists and the secretary, both Choctaw, collected background information on some families and tested some of the children on an instrument called the Perceptual Test. The former is summarized in Jones and Ross (1974) and the later were never given to all of the children before the instrument was dropped from the schedule.

[9] This also meant some modification two years later in the administration of the Bayley Mental Development Index for test items using this material. Generally, the tester asked the adult's permission before administering this item. If there were no objections, which was usually the case, the item was administered.

Upon completion of the formal training through the workshop, the home visitor would recruit families and children to commence the delivery of services. In communities containing definite sub-groups, the home visitor worked primarily with this group. Once contacted and having agreed to participate, the family received three observational visits to become acquainted and develop rapport with the home visitor, to sample some of the project activities, and to ascertain the seriousness of the agreement to remain in the program. Ideally, if the adult receiving the program were still interested, baseline measures and other demographic information were collected.

After recruitment, the routine instructional visits were begun. The home visitors were encouraged to experiment with the DARCEE methods and materials. Hopefully, this would result in cultural adaptation.

An inspection of the home visitor's reports based upon this practice verifies the latitude permitted the home visitors. However, there were certain procedures common to all the visits. Objectives for the mother and child were listed. Sometimes these objectives involved the use of materials found in the home and at other time the materials were commercial toys purchased by the project. Sometimes, home assignments were left to occupy the mother and child until the next visit. The visitor evaluated the interest of the mother during the visit, her involvement with the child, her ability to use the materials, and any progress made with the home assignment since the last visit. During the first two years of the project, the format for evaluating these four areas was changed from a narrative to a rating format. Both forms permitted the home visitor to note any unusual or otherwise interesting events.

At the end of two years, the evaluators and program staff had identified several features of the project in need of change. Many of these problems involved the sole reliance upon home visitors to carry on so much of the project activities: administer tests, collect family survey information, and provide on-going reports of the weekly home visits. As illustrative of these difficulties, Jones and Ross (1974, p.p. 21-22) indicated that baseline data were not always collected before program initiation, that tests may have been improperly administered, due to the paucity of items scored, and that survey instruments may have been left in the home thus allowing the possibility of a person other than the intended interviewee to complete the form.[10] In summary of these and other difficulties, they said:

> "There are several possible extenuating circumstances associated with these difficulties. First, Choctaw parent-trainers lack the educational and linguistic skills necessary to function as data collectors for the evaluation, as designed. Evaluators perceive that it has been difficult for them to understand the significance of their roles as data collectors and the importance of the the research component to the total project effort. Secondly, the evaluators failed to make adequate effort to design, select, and culturally-adapt

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[10] Two short evaluation reports by Behavior Associates (1975 a and b) on all Denver Developmental Screening Tests indicated that only 2.7% of the 255 collected from the beginning of data collection through December of 1974 were unscoreable. This latter category was defined as indicating not enough items were administered to permit scoring the subject as normal, questionable, or delayed. Frankenbury, W. K., et al (1971) describe the scoring and reliability of the Denver Developmental Screening Test in detail.

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> measurement procedures to the data collectors' needs. A related problem is the dispersion of the project over a wide geographical area, thus complicating efforts of office personnel to maintain control over the data collection." (Jones and Ross, 1974, p. 22)

REDESIGN OF THE PROJECT

It was in response to these and other deficiencies in the delivery and assessment of outcomes of the project that lead to several changes, including increased forms of contact made with the parents, revised techniques for training praprofessional, design and adaptation of instruments relevant to the project objectives, better adaption the model to the Choctaw culture, and the attempt to improve the quality and comprehensiveness of the project evaluation.

Parent Contacts and Cultural Adaptation

The general purpose of the project was to enhance the learning environment for Choctaw children, ages birth through four, using the parent or near relative as teacher. In prior fiscal years, this was accomplished solely through the means of home visitation. During the last two fiscal years, these home visits were supplemented with monthly parent workshops in each communtiy. While they were voluntary in nature, the workshops were well received and well attended. The average attendance figures showed approximately 30-40% of all participating parents in each community attending the workshop. The home visitors were permitted to make mileage claims for transporting parents to these workshop. The activities planned and included:

1. The demonstration and construction of learning materials from simple and readily available supplies (e.g., bits of cloth, fur, felt, vinyl, etc., odd sized buttons, zippers, old shoe laces, used egg cartons, used milk containers, scrapes of wood, construction paper, glue, dried beans, needles, and thread).

2. The opportunity for parents to use these materials for their own use at home in the form of finished products (animal books, picture books, fine motor books, squeeze balls, touch books, number books, letter books, shape books, color books, dolls, stuffed animals, bean bags, and various containers which require matching to sample of size and shape).

3. The discussion of general project goals and the importance of parent participation.

4. Showing videotapes of parents from their own community who demonstrate the desired participation.

5. Showing videotapes of child testing and parent interviewing to acclimate the parents to the evaluation process.

6. Instructing the parents in the use of the Choctaw Parent's Report.

Explicit attempts were made by the home visitors to coordinate activities planned for home visit and for home assignments with the newly constructed materials. In certain cases, where a parent infrequently involved herself in the teaching at home, some of these construction activities were planned on an individual basis in the home. Thus, the parent trainer brought the raw material and assisted the mother first in construction and then in the actual use of the mateerial. In some instances, this lead to an increased willingness on the part of a parent to accept home assignments as a routine part of participating in the project. In general, these workshops led to decrease dependence on the use of commercial toys and increase communication between the project staff and parents.

There were additional uses to which this monthly meeting was or had been considered. For instance, each year at the discretion of the parents, children were withdrawn from the project and placed into day care centers or Head Start. Upon the recommendation of the home visitors, a small graduation was planned for the children leaving Family Education in Bogue Chitto. Frequently, the workshops were combined with covered-dish lunches or pot lucks.[11] In this case, the project usually paid for paper plates, cups, and napkins. The project staff and parents prepared dishes at their own expense and the home visitor and staff prepared the traditional hominy. In a good number of cases, a member of the central staff would prepare the discussion portion of workshop with one of the home visitors from the community. Thus, discussion could be held in Choctaw. If the home visitor felt too ill-at-ease addressing the group, the promoted Choctaw administrative assistant led the discussion.

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[11] Potlucks are a frequent occurence in the Choctaw communities. They relate historically to the Indian potlatch notion of reciprocal gift giving.

This increased communications facilitated other project activities. For example, the central staff was occasionally visited by the parents to discuss occasional irregularities in the scheduling of the home visits. The parents were more willing to come to the community offices for purposes of being interviewed and having their children tested. Finally, the parents expressed their desire for the workshops. Given the impossibility of closely supervising many of the home visitors due to georgraphic isolation from the central office in Pearl River, these new lines of communications were not taken for granted.

Another means of communication with the parents was attempted through a monthly column in the Choctaw Community News. These articles ranged in topics from social, community events planned by the project, and review of objectives to several articles on child development, stages, behavior modification, and effective parenting. Unfortunately, no systematic evaluation was attempted to assess the efficacy of this means of parental contact.

Training Home Visitors and Testers

One of the major difficulties in the evaluation design was the lack of objective criteria to assess the training of the home visitors. Given their central role in the administration of the project, this created many problems both directly and indirectly. It directly raised questions with respect to the quality of the data being collected. Indirectly, it aroused suspicions of incompetence and promoted potential rifts between the home visitors and the central staff. Accordingly, every attempt was made to objectify the types and levels of competency necessary to indicate adequate performance testing, surveying, and instructional planning. Retraining was performed only on the basis of individual failure to meet criteria. As a first step, regular staff meetings were planned for each biweekly payday. The usual routine for these meetings commenced with each home visitor turning in the data for the two week period, a quick review of that data by the central staff, announcements of any special events or taining available to the home visitors, discussions of the project in general, and finally any special training planned for that day. The meetings usually ran anywhere from 2 to 3 hours.

The specific types of training included the use of the Choctaw Home Visitor's Report, The Choctaw Parent Report, and the new curriculum file. Additional training was pursued in the area of instructional strategies which would insure the continuity of activities planned for visits, home assignments, and continuity of planning from one visit to the next. At times this involved viewing tapes of home visits and then asking the home visitors to fill out a home visitor's report for what they had seen. In this case, each home visitor was assessed for her ability to discriminate the three developmental areas of the home visitor's report and subareas under each and to score participation and mastery reliably. At other times, the director and another central staff member would role play tasks illustrating activities at various levels of difficulty, participation, and mastery.

While the original proposal for the grant called for the construction of a reporting format for home visits in contents similar to the Choctaw Home Visitor's Report, instructional prescription were to be avoided. The task of constructing the format which required the discrimination of age-appropriate tasks around the various domains of development was easy. The development of specific tasks by each home visitor independently which met all these criteria was not. Therefore the decision was made to write instructional prescriptions. This file includes tasks already supplied by DARCEE and others generated by the staff, central and home visitation. Project reports of other home visitation programs in infant stimulation have indicated the rigid, business-like manner in which these prescriptions have been used by the mothers and home visitors. This was not the case in the Choctaw project. On-site visits and videotaped home visits indicated a relaxed, informal transaction between the mother and child. A further advantage of the developed curriculum file was the reduced amount of time spent training new home visitors as they were needed. This was the case for several manpower trainees assigned to the project over the summer.

With this much attention devoted to the instructional aspect of the home visits, a thorough analyses of its content was planned. All tasks with the home visitor's report, whether planned for the visits, or home assignments, were analyzed by the director and associate director for the following criteria: correct placement of the task in the appropriate sub-developmental area, proper sequencing of tasks planned for visits with task left as home assignments, adequate followup of home assignments during subsequent home visits, minimal planning of activities for visits, and finally minimal continuity of task planned from one visit to the next. Final tallies are reported in the equaluation report along with other evaluation data on the training of the home visitors. Direct observation checks were also gathered during workshop training sessions and on home visits to assure to reliable use of the scoring system of the home visitor's report.

The evaluation of a demonstration project such as this can be of little or no use to its sponsors if the data being analyzed has little or nor reliable value.

Therefore, just as steps were taken to analyze the quality of data in the instructional component, often these same strategies were applied to assure the quality of the less frequently gathered information: home observations and child tests.

The evaluation instruments were divided into two categories: home visitor administered and central staff administered. The instruments administered by the home visitors were the Denver Developmental Screening Test and Caldwell Home Inventory. Prior to fiscal year 1975, the correct administration of the Denver was checked through inspection of completed Denvers, occasional retraining sessions, and sometimes observation by a member of the central staff. The first evaluators complemented the procedures with a short analyses of internal consistency after Denvers had been collected for two years (Jones and Ross, 1974). During the last year and a half of the project, it was the practice to send a member of the central staff, usually the administrative assistant, with the home visitors once during each round of testing. Data for tester-observer agreement were collected. If the agreement was low, retraining was done. If the agreements reached 80%, no addiitional training was pursued. This practice has been useful in the individualization of training as needed. Even though, two evaluation reports by Behavior Associates (1975, a and b) indicated a ceiling effect on this instrument, it was kept to provide some continuity in assessment over the entire project and to provide a set of data comparable to other preschool interventions, such as Home Start.

The Caldwell Home Inventory presented problems in itself. The training in the Caldwell was perfomed and evaluated in prior years similar to that of the Denver. The differences between the two being that the home visitors themselves reported their difficulties with the Caldwell in its then current written form. Thus beginning in September of 1974, the associate director worked with the home visitors to include explanatory statements for most of the Caldwell items. Most of the Caldwells collected thereafter were based upon the adapted form. Tester-observer agreements were also computed for it during each round for each home visitor.

The instruments administered by the central staff were the Bayley Mental Developmental Index, McCarthy Scales, Leiter International Performance Scale, and the Modular Questionnaire which included the Parent Evaluation of the project, and the Parent Attitude and Knowledge. As many of these instruments require administration by trained psychometrists and as there was only one trained Choctaw psychometrist on the reservation (a counselor at Choctaw Central), training strategies were devised to permit a paraprofessional to function in this capacity. Hammett, a trained psychometrist with a master's degree in educational psychology, was sent to the project evaluators in Tucson for training in the Bayley and McCarthy. As the instructions for the administration of the McCarthy require rather specific statements, the Choctaw Bilingual staff translated the scale. When she returned from training, the position of Choctaw administrative assistant was created within the project for the primary purpose of training a Choctaw paraprofessional competent in the administration of the formative measures. After two months of role playing, practice in the day care centers and homes, and frequent viewing of practice tests on videotape, the training was completed to the associate director's satisfaction. To further insure correct administration, videotapes of each test administrator for the tests each administered were sent to the evaluators where tester-observer agreements could be computed. Further the evaluators sent two of their most competent psychometrists to witness in vivo administrations of the tests. The same procedures were used to commence training two additional Choctaw psychometrists due to the great amount of time it took to test all the children during the first round of administration (136 children in four months). The training of the latter proceeded along the following steps:

1. The trained administrator role-plays the child's part. At this time

the trainee should become familiar with the materials and various levels of scoring depending upon the response of the child.

2. The trainee administers the test to a child with the trained tester in command of the order of item presentation and scoring.
3. The trainee reaches a point where she can administer the items, control the order of presentation, and score the child's response.

The items used to obtain the parent evaluation of the project, parent attitude, and knowledge of child developmental required further cooperation between this project and the bilingual staff. The parent evaluation items were generated by this staff and all others were taken from the Modular Questionnaire developed by Behavior Associates project evaluators for the national evaluation of Education For Parenthood Programs. The staff linguist of the bilingual project, after performing a contrastive analyses of English and Choctaw, made changes in the wording of the English statements to accomodate the Choctaw. Thus there was a high consistency between the meaning of items in English and in Choctaw.

Adaptation of Instruments

Many of the knotty evaluation problems with the project must be attributed to the bilingual nature of the parents and children. According to the classification of bilinguals by Ervin and Osgood (1965), there are few compound and coordinate bilinguals on the reservation. Most of the Choctaw children are subordinate bilinguals. In this latter case, meanings and language structures are appended and screened throught the first language acquired. This does not preclude the child, given proper instruction, from becoming more coordinate during the school years. In any event, special consideration had to be given to the language repertoires of the taret population.

Figure 5 presents a host of strategies available for using materials written and standardized in one language for use in another. These schema served as a working guide to set limitations and suggest types and levels of adaptation. The adaptation strategies may be divided into two types: internal and external. The internal strategies refer to modifications made through translation of the instrument.

INSTRUMENT ADAPTATION STRATEGIES

Internal	External
1. Spontaneous Translation	1. Clarify Project Goals
2. Verbatim Translation	2. Compare to scale, norm, factors, etc.
3. Translation after contrastive analysis	3. Renorm
	4. Multivariate Analyses of multiple batteries, equating study

FIG. 5

The first means of obtaining internal modification is to rely upon the spontaneous translations provided by native administrators fluent in the language of the origianl standardization. Depending upon the specificity of the instructions intended by the test constructors and the importance of the data with respect to their use within the project, this is the simplest adaptation. If high internal consistency and interrater agreement are obtained, additional arguments may be made for the efficacy of this simple technique. This was the practice in the project for administering the Denver Developmental Screening Test.

A second means of translation has the advantage over the first by introducing more standardization from one administration to the next and from one tester to another. This is the formal, written translation done word-for-word from the original manual. If the two languages are semantically and syntactically compatible, the translated instruments may require only partial revalidation in the second language--as for instance with the Binet in English or French. In much similar circumstances, however, this practice has been cautioned by Bayley in reviewing the Griffith's scales for use with American infants (Buros, 1959). Here the distinction is only between British and American English and content changes were recommended.

The potential user of the scale with written translations has the additional problem of inadvertantly placing excessive demands on the test taker beyond the difficulty of the items themselves. For instance, a list of common, monosyllabic words read to a child for later recall may take the form of polysyllabic or multiple word phrases in the second language. Or the word may not be common in the second language. Thus the effects of special or unique experience are demanded beyond that experience measured in the original test. The initial advantage of this approach is its appeal to remaining within the norms and standardization of the original scale. However, the above considerations and others would question this belief.

Choctaw and English are not in the same linguistic family. Semantically and syntactically they are very different. Thus when the translated form of the McCarthy Scales of Children's Abilities were used, some items for recall and identification were still administered in English to reduce the recall and recognition demands on the children.

A third approach to internal modification exists through the use of contrastive analysis of both language. The semantics and syntax of each language is examined. On the basis of these similarities, a new scale would evolve both in the language of the original test or scale and a more equivalent form would exist in the vernacular of the target group. New norms would have to be developed. This was the tactic employed for obtaining translations of the Parent Evaluation, Attitude, and Knowledge questionnaires for use in the project.

The second set of adaptation strategies are external to the content changes themselves and may be employed along with the internal modifications. The first external change is to clarify the program goal in light of the measurement problems. The goal of this project was to enhance the cognitive development of Choctaw children from birth to age four. As this development was periodically reassessed, the staff focused more on the rate of change (or no change) rather than attribute too much importance to the absolute point value of the scores themselves. Thus, deficits in translation and other bias will, at least theoretically, be suffered by the entire population. The scores themselves, then, only have meaning with respect to their change over repeated measurement. This strategy is greatly dependent upon the reliability of the scale over time and ages.

A second external change would be to review past principal component and factor analytic studies for comparison with similar analyses of data collected within the same nomothetic framework for the research population. This strategy will suggest the extent of deviation simultaneously caused by the translation and introduction of the scale to a sample not included in the standardization.

Third, the researcher could attempt to construct new norms. This is highly feasible where large numbers of children are available. The first disadvantage to this technique is that the adjusted scores then become meaningless with respect to the original norms. The second disadvantage peculiar to this project was the small number of children. Repeated testing over the same sample to increase observations will yield correlated data which contamine the norms. The advantage of this approach lies in obtaining a set of consistent data to adequately document the program for a given group. Albeit, generalization to their groups is reduced.

A final approach, not exclusive of the other external techniques, would require the collection of several batteries of predictor and criteria measure with and without comparisons of bilingual and monolingual populations. Then regression techniques could be applied to assess specific amounts of over and under-prediction (Cleary, Humphreys, Kendrick, and Wesman, 1975; McNemar, 1975). Additionally, one may assess the extent of mutual prediction via equating techniques (Augoff, 1971). None of the internal or external techniques were considered definitive by themselves. Each was used with others in the evaluation of the project. The rest of this section is devoted to the description of the instruments and how the various levels of internal and external techniques were used.

These were the instruments used under the redesign. Each item is followed by a short description and the frequency of administration is listed in parentheses.

Bayley Mental Developmental Index:

> One of three scales from the Bayley Scales of Infant Development. Due to the flexibility of verbal instructions, spontaneous translations were used. Children ages 2-30 mos. (6 mos.)

McCarthy Scales of Children's Abilities:

> Full scale was used for children ages 30-60 mos. Due to the specific nature of verbal instructions, translations into Choctaw were obtained. Formally translated in near verbatim type. (6 mos.)

Denver Developmental Screening Test:

> Basically a screening instrument which was used in the project from beginning to end. The subscales rates development in language, fine motor, gross motor, and personal-social areas. The raw scores are converted into categories of abnormal, questionable, and normal. Spontaneously translated. (6 mos.)

Caldwell Home Inventory:

> A checklist inventory of specific features in the home environment. The items are grouped under six categories: emotional and verbal responsivity of mother, avoidance of restriction and punishment, organization of physical and temporal environment, provision of appropriate play materials, maternal involvement with child, and opportunities for variety in daily stimulation. Additonal information on the health of the child, type of dwelling, mobility of the family, and cooperativeness of the mother are scored on the cover sheet. (6 mos.) See Appendix B for a copy of modified instrument.

Leiter International Performance Scale:

The test of non-verbal intelligence purportedly useful for cross-cultural use. Very little information on the standardization, reliability, and validity are available on the manual. The manual indicates its usefulness for children beginning at age 3. However, the items begin at age 2. The range of items used will permit the use of either the Leiter or Arthur Adaptation norms. (6 mos.)

Choctaw Home Visitor's Report:

A report which requires placing stimulation tasks into one of eighteen developmental subareas (i.e. sight, sound, touch, taste, smell, language, personal and social, motor skills-gross, motor skills-fine, color, shape, size, number, position, texture, contrast, distance, and other). These subareas are contained within three larger developmental areas: sensory (i.e. sensorimotor) stimulation (containing the first five subareas), skill development (containing the next four), and concept formation (the remaining nine). Each task listed requires the specification of toys and materials, what the home visitor does, what the mother does, and what the child does. The last three are scored (i.e. "1" for does nothing, "2" does part, and "3" does most or all) by the home visitor after the visit. These scores will be used to evaluate the mother's participation and the child's mastery during the visit. The last page provides space for recording new home assignments, scoring the progress made with the last home assignments, the length of the visit, mother's interest, and number of adults present during the visit. (Weekly). See Appendix A for a copy.

Curriculum File:

Suggested, age-specific tasks which are written in a form to complement the use of the Choctaw Home Visitor's Report and Choctaw Parent Report. While many of the tasks were generated by the staff, other tasks were adapted from the DARCEE Home Visitor's Manual, and other works on infant and child learning. (N/A) See Appendix G for a copy.

Choctaw Parent Report:

An optional form which is suitable for the parent's use in evaluating the child's daily progress with the home assignments. The home visitor writes in the identifying information and what the mother and child will do with the material left in the home. The rating form is arranged in a 3 (columns) x 7 (rows) matrix. The columns are labelled "does nothing", "does part", or "does most or all". Each box of the matrix contains a face; frowning-"does nothing", flat expression-"does part" or smiling-"does most or all". There is one set of three faces for each day of the week. Besides labelling each day, a series of circles shaded from open to closed is used to designate each day. As some of the caregivers are illiterate, these graduated shadings facilitate the recording for each day separately. While instructions were given to all the aprents, it was used very infrequently. A manual is available with the recording forms. (Daily) See Appendix F for copy of the manual.

Choctaw Parent Evaluation of Family Education:

A ten-item questionnaire constructed on the basis of English items which would translate equivalently into Choctaw. The items involve the central goals of the project: the enhance parent/child relationship, home visitor as facilitator, and finally, the knowledge that the project data base will be used to improve the project itself. The scorer is asked to respond "Yes, I agree", "I'm not sure", or "No, I disagree". One reverse scoring is necessary. If the parent is literate in English, she may complete it herself. If not, it is read to her in Choctaw. Translated after contrastive-analysis. (6 mos.) See Appendix D for a copy.

Parent Attitude and Knowledge:

Three attitude questionnaires and one test of age appropriateness of certain behaviors were modified from materials used by Behavior Associates in the national evaluation of Education For Parenthood. As with the Parent Evaluation, the English items were modified to permit an equivalent translation into Choctaw. This was performed by the Bilingual Education staff upon completing a contrastive analysis of English and Choctaw. The attitudes measured involve statements about "your opinions about parenthood" (10 items), "your opinions about children" (10 items) and "what can you do?" (8 items). The last requires the parents to self report their competence in such child care practices as giving a baby a bath, taking care of a sick child, toilet training, etc. The knowledge test requires the parent to check at what age the listed behaviors are most likely to first occur. The age categories run 0-3 months, 4-6 months, 7-12 months, 1-2 years, 2-3 years, 3-5 years, for 16 behaviors, such as: runs, holds bottle, refers to self by name, etc. Translated after contrastive analysis. (6 mos.) See Appendix D for a copy.

Home Visitor Report Analysis Sheet:

A check sheet used by jurors reviewing the home visitor's report. Space is provided to list each task separately whether planned as part of the visit or home assignment. Juror must rate the correct or incorrect placement of the task in developmental subarea, minimum planning for a visit (at least three tasks), minimum continuity of tasks in the present report with the last if available (at least two tasks in the same developmental subarea), and finally the positive or negative sequencing of visitation and home assignment tasks. A short manual is available for using these sheets. (Monthly). See Appendix H for a copy.

Percent Agreement Recording Form:

A for constructed to record the tester-observer agreements between the administrative assistant and home visitors when administering the Denver and Caldwell. This data is collected once for each home visitor during each round of collection. (6 mos. or as needed)

Test Administration Checksheet:

A form to accompany videotaped administration of the Bayley, McCarthy, and Leiter to facilitate computation of agreements by licensed psychometrist working with Behavior Associates. Tapes are collected for each staff member for as many scales as he or she is administering once during each round of collection. The three areas listed independently are: test administration skills, test scoring skills, and comments. Each item is rated separately under the first two sections. (6 mos. or as needed)

Beginning in December of 1974, the Bayley Mental Developmental Index (MDI) for testing children up to age 2 1/2 and the McCarthy Scales of Children's Abilities for the older children were added to the Denver for assessing the developmental gains. Two evaluation reports (Behavior Associates, 1975, a and b) indicated that a majority of the children were classified as "normal" from baseline and forward. Thus these new instruments were needed to permit a wider range of assessment.

The data from the first round of testing appeared highly inconsistent. There appeared to be a high disparity between scores on the Bayley MDI and the McCarthy General Cognitive Index. This gap caused speculations about the instruments themselves and suggested further observation concerning the possibility of a non-verbal teaching style among the mothers. A combination of both considerations led the staff to incorporate a non-verbal performance measure into the battery and to take a closer look at the relationship between the Bayley MDI and McCarthy CGI at age 2½ (the only chronological point of overlap).

Thus for the last two rounds of semi-annual testing the children aged 2½ were administered the Bayley and McCarthy and the children three years and over were given the McCarthy and Leiter. This embodied the final external strategy listed in Figure 3. Those children receiving this double testing had scales administered within a week of each other. Two different random orders were used according to communities: one for children in communities receiving home visits for rest of the calendar year (Bogue Chitto, Pearl River, Conehatta, and Red Water) and another for children who were no longer receiving home visit after round two (Standing Pine and Tucker). An additional two random orders were imposed according to which double testing the children would receive: Bayley MDI and McCarthy or McCarthy and Leiter. These procedures were designed to:

a. control for the order of testing

b. contol for differences between treatment and control communities

c. shed some light on the inconsistency between the Bayley MDI and McCarthy.

d. suggest the extent to which the highly verbal scale (McCarthy) was providing an estimate of the mental development of Choctaw children by comparison with a non-verbal scale (Leiter).

CHAPTER IV

THE EVALUATION REPORT

THE EVALUATION PLAN

In order to develop an effective evaluation component, it was imperative that evaluation staff and Family Education staff work very closely together throughout the remaining two years. To this end, telephone conversations occurred nearly every week, written materials were exchanged frequently, and several visits were conducted by Family Education staff to Behavior Associates and by evaluation staff to the Choctaw Reservation. In addition, a detailed computer printout system, the Data Status Report, was designed by Behavior Associates to summarize the ongoing Family Education Program's data at regular intervals for feedback to the program staff.

Evaluation Instruments

One of the first tasks undertaken by the evaluators and the Family Education staff was to determine which evaluation instruments, including the ones used during the first two demonstration years, would be most appropriate to adequately evaluate the program and to provide for the informational needs of the demonstration project staff and the funding agency, the Office of Child Development. Those instruments developed and/or selected were as follows:

Choctaw Home Visitor's Report

With considerable input from Family Education staff, the previous Home Visitor's Report was completely revised. The major purpose of the new instrument was to provide a more accurate description and categorization of the developmental areas and related tasks which the Home Visitor presented to the parents and the children. The report also allowed for an evaluation of how well the parents and children accomplished the tasks presented to them by the Home Visitor. The Home Visitor's Report was completed during and at the conclusion of each home visit by the Home Visitor and later reviewed by Ms. Hammett. A copy of the Choctaw Home Visitor's Report can be found in Appendix A.

Caldwell Home Inventory for Infants

Although the Caldwell had been used during the previous two years as a measure of cognitive development, it was not designed to provide measures of this type. Rather, the primary objective of the Caldwell was to "assemble a set of items to assess those somewhat intangible qualities of person-person and person-object interaction which collectively comprised the infant's learning environment" (Betty Caldwell). In order to provide some continuity in the data from the program's first two years with the last two years of operation, it was decided to continue using the Caldwell. However, the Caldwell during the last two years of the project was viewed as a measure of social and environmental variables and not a measure of cognitive growth. At the request of the Home Visitors, who administered the Caldwell, the original Caldwell form was revised to include clearer explanations of the various items. The form was also designed for computer keypunching. A copy of the Caldwell form used during the last two years of operation is included in Appendix B.

Denver Developmental Screening Test

The Denver was designed as a simple screening device for the early detection of children with developmental problems. Initially, it was included in the evaluation design by the previous evaluators as a measure of cognitive growth and maintained in the design by the current evaluators in order to provide additional continuity of evaluation instruments throughout the four-year project period. However, the Denver was not considered by the current evaluators as a measure of cognitive gain, but rather as the screening tool it is. The Home Visitors administered the Denver.

Measures of Cognitive Growth

In order to provide for a more adequate measure of cognitive growth, two instruments were selected to be administered to the children participating in the program. The Bayley Scales of Infant Development was selected for ages 2 months through 30 months and the McCarthy Scales of Children's Abilities was selected for ages 30 months through 8-1/2 years. Since no one on the Family Education staff was trained to administer the new instruments, the evaluators trained the Associate Director, Ms. Georgiana Hammett, in the proper administration of the tests. One of the more skilled Home Visitors, Ms. Sara McMillan, was then trained by Ms. Hammett.

Children who were tested with the Bayley and then later, because of their ages with the McCarthy, showed a decrease in IQ scores. It was hypothesized that the decrease in IQ scores was a function of the increased reliance on verbal abilities demanded by the McCarthy and not by the early items on the Bayley. There was some concern that the Choctaw children were being penalized on the McCarthy because of their family's lack of English or bilingualism. Thus, Family Education staff recommended and the evaluation staff concurred with the addition of the supposedly cultural-free and non-verbal Leiter International Performance Test as a crosscheck on the Bayley and McCarthy.

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Measures of Parental Attitude Toward Children, Parenting and the Family Education Program

A short questionnaire pertaining to attitude and knowledge about children and parenting was developed to be administered by the Home Visitors to parents of the children participating in the Family Education Program. The questionnaire also asked for parents' opinions about the Family Education Project. Since the Choctaw Bilingual Project staff was willing to translate the questionnaire into Choctaw, we were able to offer it to the parents in both English and Choctaw. However, some difficulty in the translation was noted during the first administration period of the questionnaire. Although some data loss occurred during the first administration of the Choctaw version of the questionnaire, problems with the translation were subsequently resolved for the later administrations of the instrument.

Although the Home Visitors made an attempt to re-administer the Attitude and Knowledge Questionnaire to the same individuals within a family, it was not always possible to do so. Therefore, the data obtained through the use of the Attitude and Knowledge Questionnaire cannot be analyzed for changes over time. Rather, the data will be presented and discussed in terms of overall opinions expressed by the various individuals responding to the questionnaire. A copy of the Attitude and Knowledge Questionnaire can be found in Appendix C.

Basic Evaluation Design

The evaluation design adopted by the current evaluators and the Family Education staff was a modified timed-series design. That is, it was planned to have all instruments, except the Home Visitor's Report, administered at specified and equal intervals throughout the remainder of the Project. The timed-series design allows for a close analysis of change over increments of time. Unfortunately, controlling for the equal intervals was not always possible due to the nature of the program and the availability of only two trained persons to administer the Bayley and the McCarthy Scales.

Although it was planned to have all instruments administered every four months throughout the remaining two years, it was possible to administer the instruments only three times and then not always at equal intervals. The first round of testing (R-1) was conducted from 1-1-75 to 4-1-75, the second round (R-2) from 7-1-75 to 9-1-75, and the final round (R-3) from 12-1-75 to 2-1-76. The unequal testing intervals posed no serious difficulties in the analysis of the data.

The primary target of the home visit and part of the testing was the mother; however, the extended family structure and the mobility of Choctaw families resulted in individuals other than the mother receiving some of the training and testing. These other individuals were fathers, stepparents, grandparents, or other relatives. The common element among these individuals was their providing care for the child on a somewhat regular basis. Throughout this report, the term "parent" or "mother" means not only the child's natural parents but the other individuals who provided care for the child in a "mothering" way and received some of the training and testing.

Reliability

Choctaw Home Visitor's Report[2]

The format of the original DARCEE Home Visitor's Report required narrative descriptions of proposed activities, objectives, materials, and evaluation in separate sections. Assessment of the Home Visitor's competence in planning and conducting home visits depended mostly upon the accompaniment of central staff with the paraprofessional on one or more of her home visits. If the activities planned in advance conformed in some general manner with the happenings of the visit, the Home Visitor was thought to be well trained. As many of the Home Visitors possessed poor English reading and writing skills, the precise meaning of the reports was often difficult to interpret. Further, no criteria were available to assess the quality or quantity of activities planned for the visits. Thus, any sort of content analysis employed to satisfy the research objectives using the original reports probably would have been quite unreliable and extremely time consuming. Therefore, a new reporting format was devised which would:

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[2] The reliability information about the Choctaw Home Visitor's Report was provided by the Director of Family Education, Dr. Pat Quigley.

> Facilitate the cataloging of instruction around learning and developmental objectives.
>
> Permit scoring the mother's participation and the child's mastery of the task.
>
> Help generate objective criteria to assess the training of the Home Visitor in the instructional aspects of the job.

This revised format was entitled the Choctaw Home Visitor's Report. The instructional tasks provided by DARCEE and others generated by the staff were rewritten in a form compatible with the new report, reproduced, and distributed to the Home Visitors at the time of their training. Four measures were developed to assess the Home Visitor's skill in planning and reporting instructional home visits:

Task in Correct Sub-Developmental Area. The Choctaw Home Visitor's Report is organized to permit instructional planning and reporting on three levels of development: sensory, skills, and concept formation.

Each of these hierarchial levels contains sub-areas of lateral development. The area of sensory stimulation contained five sub-areas: sight, sound, smell, touch, and taste. The skill area contained four sub-areas: language, personal/social, gross motor, and fine motor. Concept formation had nine sub-areas: color, shape, size, number, position, texture, contrast, distance, and other. Thus, the Home Visitor had to place each task in one of eighteen sub-areas.

Minimum Planning. The Home Visitor was to plan a minimum of three tasks for the visit. The developmental areas were optional.

Minimum Continuity. Continuity is defined as: (1) two tasks in the same sub-developmental area presented during two consecutive visits or (2) use of the same materials during two consecutive visits.

Home Assignment Sequence with Home Visit. This is defined as the assessment of continuity for tasks introduced during a visit, left as a home assignment, and the follow-up on the next visit. Hence, this measure was used to assess continuity of tasks planned for visits and those agreed upon between the mother and the Home Visitor as instructions for the interim between visits. (Due to the difficulty in establishing a manageable procedure for scoring this variable, no data for it are presented.)

All Home Visitor's Reports were read by the Director and Associate Director independently. However, in order to assess scoring agreement, samples of tasks and visits were drawn from the total of 1,660 tasks and 424 visits. Table 16 summarizes the inter-rater agreement for each of the variables devised to assess the skill of the Home Visitor's planning and recording of instructional home visits. The samples were drawn from random entries into the first three months of observations for the first eight Home Visitors trained in the system.

TABLE 16. INTER-RATER AGREEMENT ON HOME VISITOR TRAINING ASSESSMENT VARIABLES

Variable	Sample	Observations Per Sample	Percent Agreement
Task in Correct Sub-Developmental Area	1	100 Tasks	94
	2	100 Tasks	90
	3	100 Tasks	96
Minimum Planning	1	25 Visits	100
	2	25 Visits	100
	3	25 Visits	100
Minimum Continuity	1	25 Visits	96
	2	25 Visits	88
	3	25 Visits	92

Table 17 summarizes the data for the thirteen Home Visitors trained to use the Choctaw Home Visitor's Report and the optional curriculum file during the last year of field activity. The number of observations varied depending upon the competency of the Home Visitor. Training continued until a criterion of 80% agreement was reached or until a Home Visitor left employment of the project. Where percentages never reached 80%, it can be assumed that the Home Visitor vacated her position before training was completed. The initial trainees are numbered one through eight. Their "training period" lasted longer than the remaining five Home Visitors in order to observe the stability of the measures rather than the need for constant retraining. Once the staff was assured of the stability of the initial high percentages correct on the training measures, the "training period" for subsequently employed Home Visitors varied dependent upon their initial learning rates and size of their case load. These data convinced the central project staff that the structure of the Choctaw Home Visitor's Report was not unmanageable and that Home Visitors were competent in its use.

TABLE 17. RATER/HOME VISITOR AGREEMENT ON HOME VISITOR TRAINING ASSESSMENT VARIABLES

Home Visitor Observation	# Home Visits	# Tasks Reviewed	% Tasks in Correct Devel. Area	% Tasks in Correct Sub-Devel. Area	% Visits with 3 or More Tasks	% Visits with Tasks in Continuity
1/a	23	95	92	90	100	92
b	21	86	100	100	100	100
c	39	143	100	100	100	*
2/a	3	15	87	80	100	100
b	4	17	100	94	100	0
c	14	51	100	98	100	100
3/a	16	72	97	89	100	100
b	12	50	100	100	100	100
c	15	67	100	100	100	100
4/a	10	31	97	90	100	66
b	18	55	98	96	100	25
c	23	73	100	100	96	23
5/a	9	34	97	94	100	100
b	16	48	94	94	81	50
c	21	72	100	100	100	20
6/a	5	22	96	91	100	100
b	8	34	100	97	100	100
c	6	23	100	100	100	*
7/a	10	44	96	84	100	66
b	16	56	93	86	94	100
c	20	108	94	89	100	100
8/a	8	25	96	96	75	*
b	14	45	100	100	100	100
c	9	27	100	100	100	100
9/a	3	4	100	100	0	*
b	12	25	100	100	41	25
10/a	9	39	97	87	89	100
11/a	25	92	100	100	100	71
b	19	75	100	99	100	100
12/a	5	21	100	100	100	100
b	5	19	100	100	100	100
13/a	18	92	100	100	100	89

Note - There were 20 days in the visiting period for all observations except 12/a which had 10 days.

*Two visits to the same child during these observation periods did not occur. Hence, no judgments were possible on this measure.

The next step taken to assure the validity of this reporting system was to collect agreements for the reports as written with observations of what was actually happening in the home while the planned activities were being executed. This practice also provided an opportunity to evaluate the reliability of the scoring system used in the Choctaw Home Visitor's Report. These scores were a measure of the Home Visitor's, mother's, and child's participation for each task. The scores ran from 1 to 3 and indicated "does nothing", "does some", and "does most or all", respectively. Table 18contains the data for paired observations made during one visit with each Home Visitor. Unfortunately, these data were collected quite late in the project's field period. Hence, retraining, where needed, was not performed, nor were comparable data available for those Home Visitors who had already resigned their positions. Insofar as these data may be generalized to the other Home Visitors, the only measure presenting difficulty to the Home Visitor was the placement of tasks in the correct sub-developmental area. (Both observations of agreement below 80% involved the written report of tasks using a rock-a-stack as a concept formation task of size. The observer rated the task more appropriately as a motor task since the task as presented to the mother and child required no discrimination according to size but the mere stacking of the rings on the plastic stack. In this sense, the disagreement may be more appropriately ascribed to the degree of difficulty -- indicated by the developmental level in the report and not by the sub-developmental area.) As this was the only in vivo check on the Home Visitor's use of the scoring system. the mean observer/visitor agreement of 91.6% was encouraging. Other checks of the Home Visitors' use of the scoring system was made during Home Visitor training sessions using prescored videotapes of home visits. Although no systematic records of these agreements were kept, the Home Visitors were observed to be in close agreement with the trainers while scoring the tapes.

TABLE 18 PERCENT OBSERVER/VISITOR AGREEMENTS DURING HOME VISITS

Home Visitor	Task in Correct Sub-Developmental Area	Scoring
1	100	100
2	66	100
3	100	83
4	100	100
5	63	83
6	100	100
7	100	83
8	100	84

Denver Developmental Screening Test; Caldwell Home Inventory[3]

During the first two years of operation, the assessment of Home Visitors' training and testing reliability was accomplished by having a member of the central staff accompany the trainee on a visit or by practice administration of a given instrument. The first team of evaluators complemented this procedure with an analysis of internal consistency using a split-half technique for Denvers and Caldwells collected over the first two years. The internal consistency of an instrument will not be very high if the individuals scoring items are unreliable. Thus, the measure of internal consistency of the instrument when applied to a variety of users indirectly attests to the consistency of the users themselves. Jones and Ross (1974) reported that their analysis of the Denver and Caldwell produced Kuder-Richardson-20 reliability coefficients no lower than .94. This indicates high internal consistency for both instruments and high intra-rater reliability of the Home Visitors using them.

As there were continuing complaints from the Home Visitors about the meaning of certain items on the Caldwell, the items were supplemented with explanatory statements. An analysis of the reliability of the Caldwell before (R-0) and after the change (R-1) in the instrument was conducted by the current evaluators. An inspection of the reliability coefficients (Cronbach's Alpha) presented in Table 19 shows no systematic change in the overall precision of measurement due to the addition of explanatory statements. However, the Avoidance of Restriction and Punishment subtest showed a substantially lower Alpha on R-1 (.33) than R-0 (.83). This indicates that the reliability of this particular subtest may have been affected due to the change in the instrument.

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[3] Except for the analysis of the reliability of the Caldwell using Cronbach's Alpha, all reliability information about the Denver and Caldwell was provided by the Director of Family Education, Dr. Pat Quig

TABLE 19 RELIABILITY COEFFICIENTS (CRONBACH'S ALPHA) FOR THE CALDWELL HOME INVENTORY BEFORE (R-0) AND AFTER THE ADDITION OF EXPLANATORY STATEMENTS (R-1)

Subtest	R-0 N=173	R-1 N=235
Emotional and Verbal Responsivity of Mother	.70	.63
Avoidance of Restriction and Punishment	.83	.33
Organization of Physical and Temporal Environment	.56	.44
Provision of Appropriate Play Materials	.85	.78
Maternal Involvement with Child	.68	.54
Opportunities for Variety in Daily Stimulation	.43	.52
Total	.86	.84

In order to assure reliability on an observer/tester basis during the latter two years of the project, paired observations were made once for each round of testing for each instrument used by each Home Visitor. The Choctaw Administrative Assistant was used as the observer for a preliminary round of testing (PR), R-1, and R-2. This precluded the need for the translation of responses from Choctaw to English. When the Administrative Assistant's heavy test schedule prohibited this durin R-3, either the Director or Associate Director served as observer. The agreement between the two Directors for observing one Home Visitor in common was 95% on the Denver and 97% on the Caldwell. Table20 presents a summary of the observer/tester agreement data for both instruments.

TABLE 20. OBSERVER/TESTER PERCENT AGREEMENT FOR THE DENVER AND CALDWELL

Denver Developmental Screening Test

	PR	R-1	R-2	R-3
Mean	85	95	97	98
Range	72-100	80-100	94-100	92-100
Number of Observations	6	8	6	7

Caldwell Home Inventory

	PR	R-1	R-2	R-3
Mean	89	90	92	93
Range	76-97	87-98	75-100	84-100
Number of Observations	6	8	6	7

The raw item percentages of agreement between the Home Visitor and the observer are presented in Table 21. The percentages presented are the initial agreements for each Home Visitor for each round of testing. A criterion of 80% was set as a satisfactory use of the instrument. Failure to obtain agreement at this level resulted in retraining. This was necessary only four times given a total of fifty-six observations. The irregularity of observations for each staff member is a function of the instability of the staffing situation itself rather than by missing observations.

TABLE 21 INITIAL PERCENTAGES OF AGREEMENT BETWEEN HOME VISITORS AND OBSERVERS ON DENVERS AND CALDWELLS

	Denver				Caldwell			
Home Visitor	PR	R-1	R-2	R-3	PR	R-1	R-2	R-3
1	72	98	100	--	97	98	100	--
2	97	96	94	--	88	84	98	--
3	--	100	97	98	--	89	100	100
4	72	98	95	100	82	93	75	90
5	100	--	96	97	76	--	80	94
6	--	80	--	--	--	95	--	--
7	--	89	--	--	--	88	--	--
8	--	100	--	--	--	84	--	--
9	--	--	--	100	--	--	--	100
10	--	--	--	97	--	--	--	84
11	--	--	--	100	--	--	--	90
12	84	98	98	92	95	87	100	94
13	85	--	--	--	93	--	--	--

Bayley, McCarthy, and Leiter Scales

Test-retest reliability measures were conducted from R-1 to R-2, R-1 to R-3, and R-2 to R-3 for the Bayley and the McCarthy Scales. Test-retest reliability figures were computed for the Leiter Scale using R-2 and R-3 testing (the Leiter was not used during R-1). Test-retest correlations were acceptable for all three tests with the Bayley ranging from .63 to .78; the McCarthy ranging from .56 to .70; and the Leiter showing a .71.

To study the degree of correspondence between the three instruments on a test-retest basis, the Bayleys administered during R-1 were correlated with the McCarthys administered during R-2 and R-3; and the Bayleys administered during R-2 were correlated with the McCarthys administered during R-3 resulting in coefficients of .82, .67, and .50 respectively. In addition, McCarthys administered during R-1 were correlated with Leiters administered during R-2 and R-3; and McCarthys administered during R-2 were correlated with Leiters administered during R-3 resulting in coefficients of .52, .46, and .80, respectively. Finally, Leiters administered during R-2 were correlated with McCarthys administered during R-3 resulting in a coefficient of .59. Although some variance among the coefficients exists, the test-retest coefficients using different instruments seem as acceptable as the test-retest coefficients using the same instruments. Thus, there is evidence that the cognitive abilities measured by the different tests are rather similar. The means, standard deviations and correlations are shown in Table 22.

TABLE 22. TEST-RETEST RELIABILITY FOR THE BAYLEY, McCARTHY AND LEITER; AND COEFFICIENTS OF CORRELATION BETWEEN THE BAYLEY AND McCARTHY; AND BETWEEN THE McCARTHY AND LEITER

			R-1		R-2				R-1		R-3				R-2		R-3	
Reliability	N	r	Mean	SD	Mean	SD	N	r	Mean	SD	Mean	SD	N	r	Mean	SD	Mean	SD
Bayley	69	.68	112.5	19.9	108.3	19.3	54	.63	115.5	19.5	106.9	19.2	56	.78	110.4	19.4	106.9	19.2
McCarthy	19	.70	87.3	20.1	85.1	13.3	18	.56	88.7	20.3	91.0	16.9	28	.63	85.8	15.6	89.3	15.7
Leiter	--	--	--	--	--	--	--	--	--	--	--	--	21	.71	101.9	17.7	110.0	13.8
Correlations																		
Bayley with McCarthy	8	.82	98.4	17.4	93.8	18.0	14	.67	97.9	17.0	94.4	18.2	9	.50	99.5	23.0	96.3	22.1
McCarthy with Leiter	17	.52	88.4	19.6	103.2	18.5	19	.46	88.1	20.7	110.7	12.8	26	.80	87.3	17.8	110.8	15.1
Leiter with McCarthy	--	--	--	--	--	--	--	--	--	--	--	--	21	.59	102.4	17.4	89.9	16.9

In order to assure the reliability of the scores obtained through the use of the Bayley and McCarthy Scales, six Bayley administrations and four McCarthy administrations were observed, via videotape, by two experts in the use of the instruments (psychologists who trained Ms. Hammett in the proper administration of the two instruments). Using the completed testing form as a guide, the observers evaluated the following areas:

Overall testing conditions.
Overall tester's demeanor.
Proper administration of items.
Proper scoring of items.

In general, the observers reported that the testing situations were often very poor with considerable noise and confusion. This, of course, is fairly representative of conducting testing in a home situation as compared to the more "serene" atmosphere of one's office. The observers also noted that the "distractions" present did not seem to bother the child being tested as much as it probably bothered the tester (and certainly, the observer).

Ms. Hammett was seen as an excellent tester with the Bayley, while Ms. McMillan was seen as having the basics but somewhat too passive. Both had a tendency to make some scoring errors in the favor of the child. However, the overall data base using the Bayley was considered reliable by the observer.

With only minor exceptions, Ms. Hammett's testing using the McCarthy was seen as professional and accurate. The test results reflected accurately the child's performance on the test. The earlier McCarthys administered by Ms. McMillan were somewhat inaccurate but her later testing followed the manual precisely and the scoring was accurate. Overall, the observer felt the scores obtained by the use of the McCarthy were reliable.

Attitude and Knowledge Questionnaire

Reliability coefficients for each subtest of the Attitude and Knowledge Questionnaire were calculated using Cronbach's Alpha. Since the various subtests do not relate directly to each other and a total score for the overall Attitude and Knowledge Questionnaire cannot be computed, an overall reliability coefficient was not calculated.

An inspection of Table 23 shows acceptable Alphas for all subtests except Your Opinions about Children and Baby Behavior.

TABLE 23. RELIABILITY COEFFICIENTS (CRONBACH'S ALPHA) FOR THE ATTITUDE AND KNOWLEDGE QUESTIONNAIRE

Subtest	N=201
Your Opinions about Family Education	.66
Your Opinions about Parenthood	.58
Your Opinions about Children	.37
What Can You Do?	.68
Baby Behavior	.43

WHAT WERE THE HOME VISITS LIKE?

Based upon the Choctaw Home Visitor's Report, a total of 1,211 home visits were made during the latter two years of the project. During this period the mean number of home visits per family was 11.21 with a range of 1 to 45 per family.

The purpose of the home visits was to present to the mother tasks in one or more of three major developmental areas: sensory, skills, and concept formation. The majority (59%) of the visits involved tasks pertaining to skill development areas such as language (17%), fine motor (17%), gross motor (16%), and personal and social (9%). Of the other two major developmental areas, concept formation tasks dealing with such things as color, shape, size, number, etc. were presented 24% of the time, while sensory stimulation tasks dealing with sight, sound, etc were the focus in 17% of the visits.

In addition to recording the type of developmental tasks presented to the mother and child, the Home Visitor also recorded how much of a task was completed by the Home Visitor, the mother, and the child. Scores were given to the individual dependent upon how much of the task was completed. If most or all of the task was completed, a score of 3 was given; if an individual did part of a task but came short of doing most of it or all of it, a score of 2 was given; if an individual did nothing on the task, then a score of 1 was given. Throughout the home visit, it appears that the Home Visitors were doing their job by completing the assigned task or demonstrating it to the mother between 83 to 100% of the time. The mothers were also quite active in the home visit as they were able to complete most or all of the tasks in a developmental area between 78 to 100% of the time. As to be expected, the children found the task more difficult and they were able to do most of the task or complete the task from only 30 to 75% of the time. The importance of being able to complete a task in a particular developmental area will be discussed in the section dealing with cognitive gains. The developmental areas presented and the scores obtained by the Home Visitors, mothers, and children are presented in Table 24.

TABLE 24. DEVELOPMENTAL TASKS PRESENTED DURING HOME VISITS AND SCORES OBTAINED BY THE HOME VISITORS, MOTHERS, AND CHILDREN

Developmental Areas	% of Time Presented	PERCENT OF SCORES* WHEN PRESENTED Home Visitor 1	 2	 3	 Mother 1	 2	 3	 Child 1	 2	 3
SENSORY										
Sight	5.2	6.4	8.7	84.9	6.4	9.6	83.9	5.0	24.3	70.6
Sound	6.6	6.4	6.1	87.5	5.0	7.5	87.5	4.6	28.2	67
Touch	4.8	1.5	4.9	93.6	5.0	8.4	86.6	4.0	32.7	63
Taste	.4	0	0	100	0	0	100	0	36.8	63.2
Smell	.5	0	10.0	90.0	0	15.0	85.0	5.0	20.0	75
Total Sensory	17.5	4.7	6.5	88.8	5.1	8.4	86.4	4.5	28.3	67
SKILLS										
Language	17.2	2.5	3.0	94.5	5.5	8.4	86.2	10.1	41.9	47
Personal & Social	9.1	3.1	3.1	93.8	7.8	6.2	86.0	13.2	44.4	42.4
Gross Motor	15.7	4.6	3.0	92.4	5.4	6.8	87.8	9.2	34.0	56
Fine Motor	16.6	3.1	5.0	91.9	5.5	5.8	88.7	6.1	50.8	43
Total Skills	58.6	3.3	3.6	93.1	5.8	6.9	87.3	9.2	42.7	48.1
CONCEPT FORMATION										
Color	7.3	2.9	2.9	94.2	9.4	7.2	83.4	8.4	51.9	39.6
Shape	4.6	2.1	2.6	95.4	6.7	6.7	86.7	8.2	48.7	43.1
Size	4.0	1.8	2.4	95.8	4.8	6.0	89.2	9.6	45.5	44
Number	2.1	1.1	3.4	95.5	6.9	3.4	89.7	5.6	49.4	44
Position	2.9	4.1	4.1	91.9	8.1	4.1	87.8	9.0	42.6	48.4
Texture	1.1	0	6.8	93.2	6.8	4.5	88.6	6.8	40.9	52
Contrast	1.0	4.3	2.2	93.5	15.2	6.5	78.3	19.6	50.0	30
Distance	.4	0	5.6	94.4	0	0	100	0	64.7	35.3
Other	.5	8.3	8.3	83.3	8.3	8.3	83.3	12.5	45.8	41
Total Concept	23.9	2.6	3.3	94.2	7.7	5.9	86.4	8.8	48.4	42

* 1 = Did nothing on the task.
2 = Completion of part of the task.
3 = Completion of all or most of the task.

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In addition to demonstrating and getting the mother and child actively involved in developmental tasks during the home visits, the Home Visitor gave the mother an assignment to complete between home visits. Home assignments were given 28% of the time, with the same home assignment given again 13% of the time. The majority (64%) of the home assignments were made dealing with skill development areas, with fine motor skills and language being the most frequently assigned tasks at approximately 30% each. Concept formation tasks were assigned 24% of the time, while sensory stimulation tasks were assigned 12% of the time. The mothers were able to complete most or all of the assignment between 44 to 100% of the time. Again, the children found the tasks more difficult and were able to complete most or all from 0 to 83% of the time, with the most difficult area being skill development tasks. Table 25 is a summary of the home assignments and scores obtained by the mothers and children.

TABLE 25. DEVELOPMENTAL TASKS GIVEN AS HOME ASSIGNMENTS AND SCORES OBTAINED BY THE MOTHERS AND CHILDREN

Developmental Areas	% of Time Assigned	% SCORES* WHEN ASSIGNED Mother 1	Mother 2	Mother 3	Child 1	Child 2	Child 3
SENSORY							
Sight	2.4	0	22.2	77.8	0	44.4	55.6
Sound	4.5	0	17.6	82.4	11.8	47.1	41.2
Touch	4.3	6.3	6.3	87.5	6.3	37.5	56.3
Taste	.5	0	0	100	0	100	0
Smell	0	0	0	0	0	0	0
Total Sensory	11.7	2.3	13.6	84.1	6.8	45.5	47.7
SKILLS							
Language	20.5	6.5	22.1	71.4	13.2	59.2	27.6
Personal & Social	10.1	10.5	7.9	81.6	18.4	44.7	36.8
Gross Motor	13.3	6.0	6.0	88.0	10.2	53.1	36.7
Fine Motor	20.2	2.6	15.8	81.6	3.9	69.7	26.3
Total Skills	64.1	5.8	14.5	79.7	10.5	59.0	30.5
CONCEPT FORMATION							
Color	8.8	6.1	0	93.9	6.1	57.6	36.4
Shape	4.3	6.3	18.8	75.0	6.3	56.3	37.5
Size	2.4	0	0	0	22.2	55.6	22.2
Number	2.4	0	55.6	44.4	11.1	44.4	44.4
Position	2.9	0	0	100	9.1	54.5	36.4
Texture	1.6	16.7	0	83.3	16.7	0	83.3
Contrast	.8	0	33.3	66.7	33.3	33.3	33.3
Distance	.8	0	0	100	0	66.7	33.3
Other	.3	0	0	100	0	100	0
Total Concept	24.3	4.4	9.9	85.7	9.9	51.6	38.5

* 1 = Did nothing on the task.
2 = Completion of part of the task.
3 = Completion of all or most of the task.

The majority (93%) of the home visits were from 30 to 90 minutes in length, with 3% of the visits being less than 30 minutes in length and 4% being more than 90 minutes in length. During 62% of the visits, only the mother, child, and Home Visitor were in the home. During 83% of the visits, the Home Visitor reported that the mother kept up her interest during the whole visit, while 14% of the time the mother was interested during most of the visit, and only 4% of the time did the mother lose interest early in the visit.

DID THE FAMILY EDUCATION PROGRAM PRODUCE COGNITIVE GROWTH?

Denver Developmental Screening Tests

As was mentioned before, the Denver was designed as a screening device for the early detection of children with developmental problems. Therefore, a discussion of the data obtained from the Denver will focus on the scores as they reflect any evidence of slow development demonstrated by Choctaw children involved in the Family Education Project.

Throughout the four-year demonstration project, the Denver was administered a total of 633 times. Of this total, only seven tests were rejected because of improper administration or scoring. Only the valid Denvers are discussed in this report.

A total of 224 Choctaw children received a Denver upon entering the program (or shortly after entering the program). The majority (88.4%) of the children scored in the Normal range, while 9.4% of the children scored in the Questionable range, and only 2.2% scored in the Abnormal range. The only age group that showed a substantially lower percentage (76.9%) scoring in the Normal range upon entering the program was children from 3 to 4 years. However, the total number of children in this older age group was rather low at 13 and must be taken into consideration when interpreting the lower percentage.

One hundred and eighty-two children received the Denver a second time with 88.5% scoring in the Normal range. One hundred and twenty children received the Denver for a third time with 91.7% scoring in the Normal range. At the fourth administration, only 58 children received the Denver with 100% scoring in the Normal range. During the fifth administration 94.3% of 35 children receiving the Denver scored in the Normal range. The final administration tested 7 children; all scored in the Normal range.

Thus, the large majority of Choctaw children involved in the total four-year Family Education Project did not show signs of slow development as measured by the Denver. The Denver scores summarized by administration period can be found in Table 26, while the scores summarized by the child's age at the time of his/her first administration can be found in Table 27.

TABLE 26. DENVER DEVELOPMENTAL SCREENING TEST SCORES SUMMARIZED BY ADMINISTRATION PERIOD

			Age at Each Administration (Years)				
	Scores		0-1	1-2	2-3	3-4	Total
First Administration	Abnormal	N	2	1	1	1	5
		%	1.7	1.6	3.4	7.7	2.2
	Questionable	N	11	6	2	2	21
		%	9.2	9.5	6.9	15.4	9.4
	Normal	N	106	56	26	10	198
		%	89.1	88.9	89.7	76.9	88.4
	Total	N	119	63	29	13	224
		%	53.1	28.1	13.0	5.8	100
Second Administration	Abnormal	N	0	1	2	1	4
		%	0	1.3	4.8	5.9	2.2
	Questionable	N	8	7	1	1	17
		%	18.2	8.9	2.4	5.9	9.3
	Normal	N	36	71	39	15	161
		%	81.8	89.9	92.9	88.2	88.5
	Total	N	44	79	42	17	182
		%	24.2	43.4	23.1	9.3	100
Third Administration	Abnormal	N	0	0	1	2	3
		%	0	0	2.6	12.5	2.5
	Questionable	N	1	2	3	1	7
		%	7.7	3.8	7.9	6.3	5.8
	Normal	N	12	51	34	13	110
		%	92.3	96.2	89.5	81.3	91.7
	Total	N	13	53	38	16	120
		%	10.8	44.2	31.7	13.3	100
Fourth Administration	Abnormal	N	0	0	0	0	0
		%	0	0	0	0	0
	Questionable	N	0	0	0	0	0
		%	0	0	0	0	0
	Normal	N	0	18	21	19	58
		%	0	100	100	100	100
	Total	N	0	18	21	19	58
		%	0	31.0	36.2	32.8	100
Fifth Administration	Abnormal	N	0	0	0	0	0
		%	0	0	0	0	0
	Questionable	N	0	0	0	2	2
		%	0	0	0	11.8	5.7
	Normal	N	0	4	14	15	33
		%	0	100	100	88.2	94.3
	Total	N	0	4	14	17	35
		%	0	11.4	40.0	48.6	100
Sixth Administration	Abnormal	N	0	0	0	0	0
		%	0	0	0	0	0
	Questionable	N	0	0	0	0	0
		%	0	0	0	0	0
	Normal	N	0	0	2	5	7
		%	0	0	100	100	100
	Total	N	0	0	2	5	7
		%	0	0	28.6	71.4	100

TABLE 27. DENVER DEVELOPMENTAL SCREENING TEST SCORES SUMMARIZED BY AGE AT FIRST ADMINISTRATION

Age at First Administration	Scores		Administration						
			First	Second	Third	Fourth	Fifth	Sixth	Total
0-1	Abnormal	N	2	1	0	0	0	0	3
		%	1.7	1.1	0	0	0	0	.9
	Questionable	N	11	12	3	0	1	0	27
		%	9.2	12.8	4.3	0	.3	0	8.1
	Normal	N	106	81	66	31	17	3	304
		%	89.1	86.2	95.7	100	94.4	100	91.0
	Total	N	119	94	69	31	18	3	334
		%	35.6	28.1	20.7	9.3	5.4	.9	100
1-2	Abnormal	N	1	2	2	0	0	0	5
		%	1.6	3.6	5.6	0	0	0	2.6
	Questionable	N	6	3	3	0	1	0	13
		%	9.5	5.5	8.3	0	7.1	0	6.8
	Normal	N	56	50	31	20	13	3	173
		%	88.9	90.9	86.1	100	92.9	100	90.1
	Total	N	63	55	36	20	14	3	191
		%	33.0	28.8	18.8	10.5	7.3	1.6	100
2-3	Abnormal	N	1	1	1	0	0	0	3
		%	3.4	4.0	9.1	0	0	0	4.1
	Questionable	N	2	2	1	0	0	0	5
		%	6.9	8.0	9.1	0	0	0	6.9
	Normal	N	26	22	9	5	2	1	65
		%	89.7	88.0	81.8	100	100	100	89.0
	Total	N	29	25	11	5	2	1	73
		%	39.7	34.3	15.1	6.8	2.7	1.4	100
3-4	Abnormal	N	1	0	0	0	0	0	1
		%	7.7	0	0	0	0	0	3.6
	Questionable	N	2	0	0	0	0	0	2
		%	15.4	0	0	0	0	0	7.1
	Normal	N	10	8	4	2	1	0	25
		%	76.9	100	100	100	100	0	89.3
	Total	N	13	8	4	2	1	0	28
		%	46.4	28.6	14.3	7.1	3.6	0	100

Bayley Scales of Infant Development, McCarthy Scales of Children's Abilities, and th Leiter International Performance Scale (Arthur Adaptation)

In order to measure cognitive gains by children enrolled in the Family Education Program a total of 256 Bayleys (Mental Scale only), 132 McCarthys, and 56 Leiters were administered over the three rounds of testing during the latter two years of the project. Each instrument has a normalized standard score mean of 100 and an SD of 16.

An overview of the Bayley scores shows young Choctaw children (2 to 12 months) score very high with an average Mental Development Index (MDI) between 122 and 126. Children between the ages of 13 to 24 months show a decrease of nearly 20 points with average MDI's between 104 to 107. The next older age group (25 to 30 months) score even lower with average MDI's between 93 to 97.

Using the McCarthy, Choctaw children's General Cognitive Indexes (GCI's) tended to be within or slightly lower than 1 SD below the McCarthy's mean. Over the three rounds of testing the Choctaw children's mean GCI's ranged from 72 to 96.

The Leiter was introduced during R-2 and R-3. Using the Leiter, Choctaw children's IQ's were consistently 13 to 29 points higher than the McCarthy GCI's for the same age groups. Choctaw children's mean Leiter IQ's over the two rounds of testing ranged from 94 to 119. Table 28 presents all the mean scores obtained by using the Bayley, McCarthy, and Leiter categorized by age at testing and testing round.

TABLE 28 MEAN SCORES BY AGE AND TESTING ROUND USING THE BAYLEY, McCARTHY, AND LEITER SCALES

		Age in Months								
		2-12	13-24	25-30	31-36	37-42	43-48	49-54	55-on	Total
ROUND 1										
	N	36	44	17	--	--	--	--	--	97
Bayley	Mean	122.83	105.39	93.18	--	--	--	--	--	109.72
	SD	17.78	16.38	16.99	--	--	--	--	--	20.13
	N	--	--	1	9	8	7	2	--	27
McCarthy	Mean	--	--	73.00	87.44	92.25	83.43	88.00	--	87.33
	SD	--	--	--	22.07	13.82	20.04	1.41	--	17.71
ROUND 2										
	N	28	39	20	--	--	--	--	--	87
Bayley	Mean	121.82	104.10	96.80	--	--	--	--	--	108.13
	SD	18.38	14.38	16.73	--	--	--	--	--	18.91
	N	--	--	1	11	10	5	6	2	35
McCarthy	Mean	--	--	83.00	88.46	88.30	71.80	94.50	72.00	85.97
	SD	--	--	--	14.49	11.73	16.72	16.79	31.11	16.08
	N	--	--	--	--	9	8	5	2	24
Leiter	Mean	--	--	--	--	105.22	94.75	106.00	93.50	100.92
	SD	--	--	--	--	17.94	10.08	21.62	28.99	17.08
ROUND 3										
	N	13	40	19	--	--	--	--	--	72
Bayley	Mean	125.62	107.40	94.79	--	--	--	--	--	107.36
	SD	12.74	16.88	15.46	--	--	--	--	--	18.65
	N	--	--	--	13	8	9	6	7	43
McCarthy	Mean	--	--	--	95.00	87.62	96.33	84.83	85.00	90.86
	SD	--	--	--	18.82	11.53	19.26	16.06	18.32	17.24
	N	--	--	--	4	7	8	7	6	32
Leiter	Mean	--	--	--	118.75	110.71	111.38	112.43	100.00	110.25
	SD	--	--	--	17.46	9.81	10.14	15.31	17.46	14.04

A dramatic drop of approximately 30 points in Bayley MDI's was shown by Choctaw children after the first year of life and an additional decrease of approximately 20 points was shown by the older children being given the McCarthy. Also, the purportedly nonverbal Leiter produced consistently higher scores than the McCarthy. All this led the evaluators and Family Education staff to believe that the increase in verbal (English) items in the Bayley and McCarthy Scales could be penalizing the older Choctaw children because of their family's bilingualism or lack of English.

In order to test this hypothesis, a verbal-nonverbal study of the Bayley and McCarthy Scales was conducted. The Bayley was divided into verbal (e.g., vocalizations and words, verbal comprehensions, naming and pointing to items, prepositions, and the like) versus nonverbal items (e.g., manipulative behavior, red ring, mirror, and the like). (Please see Appendix D for the list of the verbal items used.) Then using an item difficulty index (percentage of children responding correctly to the items) as the dependent variable; the verbal versus nonverbal categories as the independent variable; and the item number (as it related to the child's age) as the moderator variable, regression lines were computed for children with R-1 and R-3 responses to the Bayley (N=54). The regression lines showed that some difference between the responses to verbal and nonverbal items did exist. The difference was slight for children at younger ages, but the verbal items seemed to be more difficult for the older group than the nonverbal items. It should be noted, however, that both the verbal and nonverbal items, overall, became more difficult for the older Choctaw children. Thus, the verbal versus nonverbal analysis indicates that although the increase in verbal items may have penalized older Choctaw children somewhat, the Bayley does not seem to be normed properly for Choctaw children in general.

The McCarthy consists of six scales:

- Verbal (verbal expression, verbal concepts, etc.)
- Perceptual-Performance (imitation, logical classification, visual organization, motor coordination, etc.)
- Quantitative (number aptitude, etc.)
- General Cognitive (Verbal + Perceptual-Performance + Quantitative)
- Memory (short term memory)
- Motor (gross and fine motor coordination)

While the items included in the Verbal, Perceptual-Performance, and Quantitative scales do not overlap with each other, some of the Motor scale items overlap with the Perceptual-Performance scale items. Also, the Memory scale items overlap with some items found in the Verbal, Perceptual-Performance, and Quantitative scales. The General Cognitive scale is the sum of the Verbal, Perceptual-Performance, and Quantitative scales.

Even though the Verbal, Perceptual-Performance, and Quantitative scales were designed as discrete scales, they must overlap somewhat because each requires some understanding and command of language. However, the Verbal scale specifically emphasizes verbal abilities while the other two do not. Therefore, by comparing Choctaw children's scores on the three scales, a verbal-nonverbal study of the McCarthy was possible.

A mean change score for each of the three scales was computed for 18 Choctaw children to whom the McCarthy was administered at R-1 and R-3. It was found that the Perceptual-Performance and Quantitative scale scores increased (5.1 and 2.7, respectively), while the Verbal scale showed a decrease of 4.4 points. Thus, it appears that as Choctaw children got older they had more difficulty with the Verbal scale than the other two "nonverbal" scales. However, when the Standard Error of Measurement (SE_M) for each of the scales is considered, the verbal-nonverbal difference remains but is not nearly as pronounced. That is, the Verbal scale's R-1 to R-3 mean change score of -4.4 is only 1 point below the scale's SE_M of 3.4. Similarly, the Perceptual-Performance scale's R-1 to R-3 mean change score of +5.1 is only 1.1 points above the scale's SE_M of 4.3. Thus, it seems that the McCarthy's verbal requirements do place the Choctaw children at a disadvantage, but only a moderate one.

Since differences among the three instruments existed, the evaluators believed it necessary to conduct an equating study. The equating study would permit the scores from all three tests to be placed on a common scale allowing for a more accurate analysis of cognitive growth regardless of which combination of tests taken by the Choctaw children. Cognitive growth could then be measured from R-1 (inception of present program) to R-3 (termination of project).

In addition to the usual testing occurring at R-1, R-2, and R-3, children at ages where two different tests were appropriate were given both tests during R-1 and R-3. For each pair of tests, half of the children began with one test and half began with the other. Thus, the order of taking the tests was controlled. This procedure of giving pairs of tests allowed a comparison of the scores of the different tests.

The Bayley measures the children at the earliest ages, the Leiter at the older ages, and the McCarthy overlaps both tests and measures the children in the middle of the age range. For the younger children, the Bayley and McCarthy were found to correlate .64. For the older ages, the McCarthy and the Leiter were found to correlate .64. (Results of the correlational analysis are presented in Table 29.) The closeness of these two correlations indicates that the Bayley and McCarthy have as much in common as the McCarthy and Leiter do. Thus, it was considered appropriate to continue the scaling procedure.

TABLE 29. COEFFICIENTS OF CORRELATION BETWEEN BAYLEY AND McCARTHY; McCARTHY AND LEITER ADMINISTERED DURING THE SAME TESTING ROUND

		Bayley MDI		McCarthy GCI		Leiter IQ	
N	r	Mean	SD	Mean	SD	Mean	SD
19	.64	96.8	20.9	92.5	20.1	--	--
52	.64	--	--	87.8	17.8	106.4	16.4

In comparing the means of the tests it was found that the McCarthy and Bayley produced fairly equal means for the same children. However, the comparison for the group of older children resulted in a mean for the Leiter 18 points higher than the mean for the McCarthy. A graphical representation of the score distributions indicated that the 18 point difference was uniform across the entire distribution of scores. Thus, the evaluators decided that a scaling adjustment of a constant 18 points subtracted from each Leiter score was necessary in order to equate the three instruments.

Please note that all analyses of change scores using the Bayley, McCarthy and Leiter presented in this report were conducted with 18 points subtracted from each obtained Leiter standard score. As stated before, this allows for an accurate comparison of cognitive growth for all children regardless of which test was administered. (When a child was given two tests at R-3, his post assessment score used for the analysis was the mean of those two R-3 scores.)

It may also be useful to note that the 18 points subtracted from the Leiter scores in no way serves to inflate the measure of effectiveness of the program. In fact, the program would seem much more effective if actual Leiter IQ points were used instead.

The equating analysis also showed that younger children tended to score higher than older children not only on the Bayley, but on the McCarthy and Leiter. To control for the effects of age it was decided to use the age of the child as a covariate in the analysis of cognitive growth.

Using the equated means and controlling for the age of the children an analysis of covariance (multiple regression analysis) showed that children tested during R-1 (mean=108, SD=22.99) and again during R-3 (mean=102, SD=18.46) had an average decrease in scores of 6 points (F=3.9, df=1/85, p=.06).

Thus, the Family Education Program did not produce an increase in cognitive scores as measured by the Bayley, McCarthy, and Leiter Scales. It should be noted, however, that the Choctaw children's equated means were in the Average range throughout the program. Unfortunately, a control group consisting of Choctaw children not involved in some form of early childhood education program was not available for a comparative analysis. However, comparisons were made to determine if children remaining in the Family Education Program until R-3 (Family Education Only group) demonstrated greater cognitive ability than did those children who left the Family Education Program and then enrolled in a local center-based early childhood education program (Center group) or who left and did not enrol in another early childhood education program (No Program group). An analysis of covariance showed no significant differences among groups. However, it did show the Family Education Only group scored an equivalent of 7 points higher than the No Program group and an equivalent of 5 points higher than the Center group.

Since variables other than the age of the child and the program itself may have had an effect on the R-1 and R-3 scores, multiple regression analyses were conductd using the following variables:

Experience with the Family Education Program prior to the latter two years.
Number of Home Visits (latter two years).
Mother's completion of tasks during home visits.
Child's completion of tasks during home visit.
Father's education.
Mother's education.
Mother's occupation.
Father's occupation.
Birth order.

Only one variable, father's education, was shown to significantly (p=.01) contribute to decelerating the cognitive score decrease. Although not reaching statistical significance (p=.09), the number of home visits did show a potential to retard cognitive loss.

Since the Family Education Program was altered significantly during the latter two years it was of interest to determine the level of the children's cognitive development at the beginning of the new program and what variables had an influence on that level. Using the equated cognitive scores obtained during R-1 as a dependent variable and age as a covariate, a multiple regression analysis was conducted using the following variables:

Experience with the Family Education Program prior to the latter two years.
Father's education.
Mother's education.
Father's occupation.
Mother's occupation.
Birth order.

Only two variables, mother's education ($\underline{p} < .01$) and father's education ($\underline{p} = .03$), were shown to significantly contribute to the R-1 cognitive scores. It is interesting to note that prior experience in the Family Education Program did not appear to contribute to the child's cognitive score.

DID THE FAMILY EDUCATION PROGRAM ALTER THE CHILDREN'S HOME LEARNING ENVIRONMENT?

During the two years prior to the change in evaluators, 173 Caldwell Home Inventories were administered by the Home Visitors. During the subsequent two years 397 Caldwells were given. Table 30 shows the mean scores for each of the subtests and a total score obtained with the use of the Caldwell. The data represent all Caldwells administered during the first two years (R-0) and the three rounds of testing during the second two years (R-1, R-2, and R-3).

TABLE 30 MEAN SCORES OF THE CALDWELL HOME INVENTORY

	R-0 N=173		R-1 N=235		R-2 N=75		R-3 N=87	
Subtest	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Emotional and Verbal Responsivity of Mother (11)	8.10	2.3	9.08	1.7	9.36	1.8	9.74	1.5
Avoidance of Restriction and Punishment (8)	3.15	2.6	6.33	1.2	6.41	1.1	6.52	1.3
Organization of Physical and Temporal Environment (6)	4.85	1.2	5.14	1.0	5.41	.8	5.70	.6
Provision of Appropriate Play Materials (9)	3.83	2.9	4.73	2.6	5.49	2.6	6.07	2.7
Maternal Involvement with Child (6)	3.67	1.7	4.69	1.4	4.99	1.4	5.13	1.1
Opportunities for Variety in Daily Stimulation (5)	2.73	1.1	3.30	1.1	3.39	1.1	3.88	1.1
Total (45)	26.34	7.5	33.26	6.1	35.05	6.1	37.07	5.7

Note -- Maximum scores possible for each subtest and the total score are in parenthese

An inspection of Table 30 suggests that R-0 Caldwell scores were quite different from scores obtained during later testing. To determine if the difference in scores was significant, the difference between scores for a total of 122 families which received a Caldwell at R-0 _and_ again at R-1 was analyzed. For this matched sample the R-0 mean total score was 24.74 (SD=7.54), while the R-1 mean total score was 34.18 (SD=6.14). The 9.44 difference was found to be statistically significant ($t = -12.7$ $df = 121$; $p < .01$).

This finding suggests that the addition of explanatory statements to the Caldwell prior to R-1 testing may have significantly altered the reliability of the instrument. However, the R-0 and R-1 Alphas presented in the _Reliability_ section of this report indicate no systematic change in the overall precision of measurement due to new directions. Thus, it can be concluded that whatever changes occurred due to the implementation of new directions affected only the means (by raising the scores) but not the reliability.

In order to determine if the Family Education Program as conducted during the latter two years was effective in increasing the positive aspects of the home living environment, the Caldwell data were examined on an R-1 to R-3 basis. In this analysis only families who had received a Caldwell Home Inventory during R-1 and R-3 were included. In this manner specific changes in the families' home environment could be ascertained. Using a multiple regression analysis, a program effect was found for the total score and the following thee subtests:

Emotional and Verbal Responsivity of Mother
Avoidance of Restriction and Punishment
Provision of Appropriate Play Materials

These same data were further analyzed by examining the differences between the Family Education Only, Center, and No Program groups. Altho the Multiple Regression analysis showed some differences between the groups, these differences were not statistically significant. This indicates that the overall Family Education Program effect as measured by the Caldwell is not necessarily altered when families leave the program and either enter into another program or do not enter a program at all. Table 31 presents the mean scores for the R-1 and R-3 analysis.

TABLE 31 MEAN SCORES OF THE CALDWELL HOME INVENTORY R-1 and R-3 FAMILIES BY GROUPS

		GROUPS							
		Program N=40		Center N=24		No Program N=15		Total N=79	
Subtests	Testing Round	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Emotional & Verbal Responsivity of Mother (11)	R-1	8.97	1.7	9.25	1.6	9.87	1.3	9.23*	1.6
	R-3	9.45	1.6	9.62	1.5	10.33	.9	9.67*	1.5
Avoidance of Restriction and Punishment (8)	R-1	6.43	.9	6.54	1.0	5.87	2.2	6.35*	1.3
	R-3	6.38	1.2	6.71	1.2	6.67	.8	6.53*	1.1
Organization of Physical and Temporal Environment (6)	R-1	5.23	.8	5.21	.8	5.20	1.5	5.22	1.0
	R-3	5.72	.5	5.75	.5	5.47	.8	5.68	.6
Provision of Appropriate Play Materials (9)	R-1	4.37	2.8	5.46	2.6	5.20	2.8	4.86*	2.8
	R-3	5.63	2.6	6.21	2.7	6.27	3.1	5.92*	2.7
Maternal Involvement with Child (6)	R-1	4.45	1.5	5.00	1.1	4.73	1.8	4.67	1.5
	R-3	5.10	1.0	5.04	1.4	5.27	1.3	5.11	1.2
Opportunities for Variety in Daily Stimulation (5)	R-1	3.28	1.1	3.50	1.0	3.13	1.3	3.32	1.1
	R-3	3.60	1.0	3.87	1.1	4.40	1.1	3.84	1.1
Total (45)	R-1	32.73	6.2	34.96	5.3	34.00	9.1	33.65*	6.6
	R-3	35.87	5.6	37.21	6.2	38.40	5.5	36.76*	5.7

Note -- Maximum scores possible for each subtest and the total score are in parentheses

*$p < .01$

WHAT WERE THE PARENTS' OPINIONS ABOUT CHILDREN?

The majority (85 to 97%) of the parents expressed positive feelings about children by agreeing that "Children are good", and that they "Like to be around children". Although most (82 to 87%) of the parents felt that "Children should share in the cooking, housework, laundry and other work around the home", only 50 to 59% felt "Children should be asked to help in family decision making".

The majority (89 to 92%) of the parents agreed that "Children learn useful things by playing", while 68 to 78% believed that "Children need to learn to do things for themselves". Only 52 to 58% of the respondents felt that "It is very difficult to understand why children do the things they do", and "Boys act different from girls because they are that way when they are born".

Most parents felt that Choctaw children are the same as other children as only 21 to 36% agreed that "Choctaw children are different from other children". In addition, only 16 to 19% felt that "Choctaw children should be raised only in a Choctaw community".

It should be noted that the reliability (internal consistency) estimate for this section of the Attitude and Knowledge Questionnaire was rather low (.37).

"Yes, I Agree" responses to the Your Opinions About Children section of the Attitude and Knowledge Questionnaire are presented in Table 32.

TABLE 32. PERCENT OF "YES, I AGREE" RESPONSES TO THE YOUR OPINIONS ABOUT CHILDREN SECTION OF THE ATTITUDE AND KNOWLEDGE QUESTIONNAIRE

ITEMS	PERCENT OF "YES, I AGREE" RESPONSES R-1 (N=63)	R-2 (N=71)	R-3 (N=67)
1. Children need to learn to do things for themselves.	72	68	78
2. Children are good.	91	85	97
3. I like to be around children.	92	99	98
4. Choctaw children should be raised only in a Choctaw community.	19	16	17
5. Choctaw children are different from other children.	36	33	21
6. Children should share in the cooking, housework, laundry and other work around the home.	87	86	82
7. Children learn useful things by playing.	89	90	92
8. Boys act different from girls because they are different when they are born.	52	58	52
9. Children should be asked to help in family decision making.	59	51	50
10. It is very difficult to understand why children do the things they do.	56	58	52

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WHAT WERE THE PARENTS' OPINIONS ABOUT PARENTHOOD?

Even though a large majority (84 to 95%) of the Choctaw parents agreed that "People can learn to be better parents", only 35 to 44% agreed that "People should have children only after they know a lot about raising children". In addition, most (89 to 93%) of the respondents showed a rather "liberated" view of parenthood by agreeing that "Fathers and mothers should each take an equal part in raising their children", and "A woman can have a job and still be a good mother". By contrast, however, only 35 to 38% of the parents agreed that "A single (unmarried) man or woman should be allowed to be a foster parent".

Many of the respondents felt relatively confident about parenting skills and abilities to work with children effectively as shown by 63 to 78% agreeing that "Parents can teach a child to be a smart person", and "Most parents know the right thing to do when their children act up". In addition, 59 to 70% felt that "Children whose parents do not live together can still grow up to be good".

However, the parents were less sure if it was "Better for the family when the father works and the mother stays home" (52 to 59% agreed), and "Relatives, like grandparents, uncles, and aunts, should help raise children" (54 to 64% agreed).

"Yes, I Agree" responses to the Your Opinions about Parenthood section of the Attitude and Knowledge Questionnaire are presented in Table 33.

TABLE 33. PERCENT OF "YES, I AGREE" RESPONSES TO THE YOUR OPINIONS ABOUT PARENTHOOD SECTION OF THE ATTITUDE AND KNOWLEDGE QUESTIONNAIRE

ITEMS	PERCENT OF "YES, I AGREE" RESPONSES		
	R-1 (N=63)	R-2 (N=71)	R-3 (N=67)
1. Parents can teach a child to be a smart person.	71	63	69
2. People should have children only after they know a lot about raising children.	44	44	35
3. Fathers and mothers should each take an equal part in raising their children.	92	93	89
4. Most parents know the right thing to do when their children act up.	78	75	77
5. It is better for the family when the father works and the mother stays at home.	59	56	52
6. Children whose parents do not live together can still grow up to be good.	59	65	70
7. A woman can have a job and still be a good mother.	85	87	91
8. A single (unmarried) man or woman should be allowed to be a foster parent.	35	38	36
9. Relatives, like grandparents, uncles, and aunts, should help raise children.	55	54	64
10. People can learn to be better parents.	95	84	91

HOW DID THE PARENTS RATE THEMSELVES CONCERNING CHILD CARE SKILLS?

Overall, the parents felt they were fairly competent with respect to general child care skills. From 69 to 96% of the respondents rated themselves as being able to perform, "Very Well", such things as giving the baby a bath, teaching children, selecting the right kinds of food, toilet training children, and the like.

The "Very Well" self-ratings to the What Can You Do? section of the Attitude and Knowledge Questionnaire are presented in Table 34.

TABLE 34. PERCENT OF "VERY WELL" RESPONSES TO THE WHAT CAN YOU DO? SECTION OF THE ATTITUDE AND KNOWLEDGE QUESTIONNAIRE

ITEMS	PERCENT OF "VERY WELL" RESPONSES R-1 (N=63)	R-2 (N=71)	R-3 (N=67)
1. Give a baby a bath.	92	90	96
2. Plan things for children to do which they would like to do.	83	86	88
3. Be in charge of a group of children.	77	73	70
4. Correctly handle a situation when a child acts up.	82	69	79
5. Teach children at certain ages those things they are able to learn.	84	80	90
6. Take care of a sick child.	92	87	93
7. Select the right kinds of food to feed babies and children.	92	94	91
8. Toilet train children.	86	82	87

WHAT DID THE PARENTS KNOW ABOUT BABIES?

A 16-item section called, Baby Behavior dealing with developmental landmarks was included as part of the Attitude and Knowledge Questionnaire. Out of 16 correct answers possible the parents were able to answer correctly an average of 5.96 items during R-1, 5.83 items during R-2, and 5.49 items during R-3. At first glance, the scores obtained by the parents seem rather low indicating that Choctaw parents possess very little factual knowledge about the various developmental stages of childhood. However, the reliability (internal consistency) estimate for this section of the Attitude and Knowledge Questionnaire was rather low (.43). Thus, there is little reason to put much faith in this assessment of Choctaw parents' knowledge about children.

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HOW DID THE PARENTS FEEL ABOUT THE FAMILY EDUCATION PROGRAM

In general, the parents were very supportive toward the Family Education Program. Seventy-seven to 88% of those involved in the program agreed that "I now know more about children because of Home Teaching", and 85 to 92% felt that "My children will be able to do better in school because of the Home Teaching".

From 87 to 96% of the respondents indicated that if they had another child they would want him or her to have a Home Visitor and they would also recommend Home Teaching to friends with babies.

The parents were also positive about the Home Visitors. Most (76 to 98%) felt the Home Visitors were doing a great job and could plan interesting things for the children to do as well as plan things the parents could use with children.

Only 9 to 21% of the parents felt the "Home Teaching requires me to spend too much time with my children". In addition, most (86 to 91%) felt that "I will be able to do the home assignments without the Home Visitor after the Home Teaching ends".

"Yes, I Agree" responses to the Your Opinions about Family Education section of the Attitude and Knowledge Questionnaire are presented in Table 35.

TABLE 35. PERCENT OF "YES, I AGREE" RESPONSES TO THE YOUR OPINIONS ABOUT FAMILY EDUCATION SECTION OF THE ATTITUDE AND KNOWLEDGE QUESTIONNAIRE

ITEMS	PERCENT OF "YES, I AGREE" RESPONSES R-1 (N=63)	R-2 (N=71)	R-3 (N=67)
1. This Home Teaching requires me to spend too much time with my children.	9	16	21
2. I know more about my child (children) because of the Home Teaching.	77	77	88
3. My Home Visitor plans things to do which my child finds interesting.	98	83	91
4. If I had another child, I would want him or her to also have a Home Visitor.	95	87	96
5. My Home Visitor helps me plan things to do which I know how to use when working and playing with my child.	87	76	88
6. I think my child will be able to do better in school because of the Home Teaching.	92	85	91
7. I think my Home Visitor is doing a great job working with me and my child.	92	85	94
8. If my friend has a baby, I will tell her to try the Home Teaching.	88	89	93
9. I understand that my answers to all these questions and my child's test scores will be used to make the Home Teaching program better.	93	82	91
10. I will be able to do the home assignments without the Home Visitor after the Home Teaching ends.	87	86	91

DISCUSSION

The discussion about the relative merits of the Family Education Program will center around four main topics:

The use of infant intelligence tests as evaluation instruments.
The results of other early childhood intervention programs.
The home-learning environment.
The use of Indian paraprofessionals.

The Use of Infant Intelligence Tests

Since Choctaw children were not included in the standardization sample, perhaps intelligence tests such as the Bayley, McCarthy, and Leiter Scales should not have been used to measure the impact of the Family Education Program. After all, worldwide cross-cultural research on the use of infant intelligence tests has shown a typical second-year score decline by non-Western children (Werner, 1972). Rebelsky and Daniel (1976) explain that "early items on the infant intelligence tests may be passed very easily by some groups. In the later test items there is a gradual shift toward items that are more 'normed' for Western infants and that therefore may become more difficult for non-Western infants [p. 291]." Although Choctaw children could technically be classified as "Western", they certainly are culturally different from the usual sample used to establish norms for IQ tests in the United States. In fact, Choctaw children showed a similar second-year score decline (on the Bayley) as demonstrated by non-Western children.

Thus, standardization problems do exist when using intelligence tests for groups not normed for their use. However, the evaluators believe the verbal versus nonverbal study of the Bayley and McCarthy, the equating procedures, and the use of age as a covariate compensated for much of the problem in using instruments not standardized with the target population.

In addition, standard IQ scores are useful in that they do correlate with and predict academic achievement, and future academic achievement is one of the main purposes for any early education intervention program, including Family Education.

Results of Other Early Childhood Intervention Programs

Many early childhood intervention programs have been research oriented involving rather intensive center- and/or home-based programs conducted by a cadre of professionals and/or college graduates trained in child development principles and early childhood stimulation techniques (e.g., Painter, 1969; Karnes, Teska, Hodgins, and Badger, 1970; Schaefer, 1970; Gordon, 1973; Levenstein, in press). On the other hand, Parent and Child Center (PCC) programs funded by the Office of Economic Opportunity (OEO) in 1967 have been more service oriented with each PCC developing its program based upon service needs rather than research concerns (Costello, 1970). Golden and Birns (1976) reviewed the results of early childhood intervention programs and concluded that "the short-term immediate effects of intervention on children's intellectual performance range in gain of approximately 10 to 19 IQ points [p. 339]."

The Family Education Program employed professionals only at the administrative and supervisory level. The actual training of mothers and children was conducted by Indian paraprofessionals following their own training by the professional staff. In addition, the Family Education Program was more service than research oriented making it very difficult and unwise to apply stringent research controls over program implementation and data collection. Even so, the mean equated IQ score for Choctaw children entering the Family Education Program was in the Average (108) range and although an actual decrease of 6 IQ points occurred, the children were still in the Average (102) range at the program's termination.

When compared to the 10 to 19 IQ points gain shown by other intervention programs, the Family Education Program does not seem to show much of an impact. However, at times the gain of IQ points reported from other studies was not an actual gain of points from pre- to post-testing but, rather, a relative gain based upon an actual decrease in points shown by a control group. For example, Schaefer (1970) reported that his experimental group gained approximately 20 points even though the pre-test IQ was 105 and the post-test IQ was 106 for this group. The gain came from a comparison with a control group which showed a pre-test IQ of 108 and a post-test IQ of 89. The logic here is clear: Without intervention the experimental group would also have shown a significant decrease of IQ points but intervention prevented the decrease. Thus, Schaefer reports a gain in intellectual functioning even though the experimental group's IQ remained in the Average range from pre- to post-testing. Unfortunately, the Family Education Program was viewed at its inception as more of a service rather than a research program so no control group was available for this kind of comparative analysis. (In fact, nearly all Choctaw children between birth and four years were enrolled in some form of early education program on the reservation.) However, a similar decrease in IQ points for Choctaw children without an intervention program could have been possible.

In addition, the major purpose of the Family Education Program was to stave off the cumulative deficit shown by lower Socio-Economic Status (SES) children. That is, so-called "culturally deprived" or economically poor children seem to start school behind their higher SES peers and tend to fall farther and farther behind as they get older (Ausubel, 1964; Deutsch, 1964). It is not uncommon to see a concomitant decrease in IQ scores as well. Therefore, it is quite possible that the Family Education Program was successful in maintaining Choctaw children's intellectual functioning within the Average range when a decrease in functioning was likely.

The Home-Learning Environment

In general, responses to the Attitude and Knowledge Questionnaire indicat that Choctaw families have a rather positive feeling about children and parenting. Most believed that parents can improve their parenting skills and these skills can help their children to become smarter. They also expressed confidence in their present child caregiving skills.

The Choctaw children's home-learning environment, as measured by the Caldwell, was significantly enhanced by the Family Education Program. This finding is of particular importance because the long-term effects of early intervention programs has been demonstrated by only one program, a home-based program conducted by Levenstein (in press). Interestingly, Schaefer's (1970) home-based program effects washed out over time even though the number of contacts with children were twice that of Levenstein. The important difference here is that Schaefer's program emphasized tutoring the children, whereas Levenstein focused on the mother-child dyad. It is this mother-child dyad which was the core of the Family Education Program. Since the home-learning environment was significantly enhanced by the Family Education Program, it is possible that the family, particularly the mother-child dyad, has gained enough knowledge, skill, motivation, and self-assurance to facilitate the child's cognitive functioning in the future.

The Use of Indian Paraprofessionals

As was pointed out earlier, the Choctaw Home-Based Family Education Program utilized professionals in the area of child development and early childhood stimulation techniques only at the administrative and supervisory level. The actual training of mothers and children was conducted by Choctaw Indian paraprofessionals. In addition, most of the data collection was done by these same paraprofessionals.

Often, Indian personnel came to the Project without the benefit of a college education or experience in child development principles. Yet, it was possible for them to become so skilled as Home Visitors that the Choctaw home-learning environment was enhanced and an Average level of intellectual functioning by the children was maintained. The success of the use of Choctaw Indian paraprofessionals is also reflected in the positive opinions expressed by the families toward the Family Education Program in general and the Home Visitors in particular. Thus, the Project clearly demonstrates the effective use of Indian paraprofessionals in an area that has been dominated primarily by professionals.

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The evaluation staff would like to thank the Mississippi Band of Choctaw Indians and the Family Education staff for the splendid suppor and cooperation they gave to us throughout the past two years.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The first chapter of this report listed seven (7) major objectives. Each of these will be discussed with respect to what conclusions and recommendations may be drawn from the Choctaw Family Education Project. The evaluation report in the last chapter drew certain conclusions relevant to research and evaluation. Implications of those remarks are considered here with respect to social action programs and policy.

Objective 1: To demonstrate the feasibility of a home-based early childhood education program compatible with the Choctaw family and culture as they exist.

This objective implied two major activities: first describe the family as it exists within the Choctaw culture and second develop a home intervention model suitable for this family and culture. The description of the Choctaw family was based upon the Choctaw Demographic Survey (Spencer, Peterson, and Kim, 1975).[12] Comparisons between those in the program were made with two groups: non-participating families having children from birth through four and all tribal families. These comparisons described the "sample as a sample" and indicated that the participant families did not differ from the other groups with respect to family composition, language used, father present, sex of household head, and size of household. On educational, employment, and occupational status, there were some significant differences. The participants tended to be less well educated, have a higher rate of employment, and lower occupational levels than the other groups. As the tribal center-based early childhood programs, Parent Child Development Centers and Head Start, enroll approximately 220 children per year and as there were approximately 210 non-participating families in the comparison groups for Family Education, these differences in clientele reflect program preferences. These differences are also associated with the higher educational, occupational, and employment status of the non-participants. These differences also replicate some of the differences obtained in comparisons of Head Start and Home Start (Deloria, Coelen, and Ruopp, 1974).

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[12] Jones and Ross (1974) presented additional data on the participants' use of modern conveniences, educational aspirations of the parents for their children, and their involvement in local events and institutions. These data were not included in this report, as part of that sample did not meet the criteria for participating in the project and, hence, contained a major source of contamination.

Other characteristics of the tribe and its environment were also mentioned: rural, isolated, poor roads, few phones, predominantly non-English speaking, and a moderate amount of lateral mobility within and somewhat less between communities. These general characteristics recommend the program for other groups--migrant populations and other rural, non-English speaking groups. These characteristics and the following invite further comparisons with Home Start: delivery techniques, staff composition, and educational objectives. In addition, there was a comparable level of cost. During Fiscal Year 1975, the cost per child in Choctaw Family Education was approximately $1,148.[13] The compares favorably with the $1,134 spent per family in one year of Home Start (Deloria, et. al., p. 7). Choctaw Family Education, however, recruited children over a wider age-range, did not have the health and nutrition objectives, and was delivered to a wider variety of persons within the extended unit than the mother. This last feature alone distinguishes this project from other home intervention projects.

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[13] The Fiscal Year 1975 grant award was $177,968. Total expenditures were $158,616.75. Subtracting the subcontract for evaluation services leaves $142,339.75 spent on 124 children enrolled in the program for over one month during the same fiscal year.

The activities and cost findings would suggest that future Home Start attempts or technical assistance in home-based options could prepare materials and staff to deal with children from birth and up, deliver the program through non-mothers in the household, and still remain cost effective. This would seem to be especially true in rural and migrant situations where isolation and staff or service turnover can be anticipated. The migrant situation makes it especially important to have at least one member of the family cognizant of the child's educational and welfare needs.

The small size of the total client sample did not permit a breakdown of test results by family type, age of entry, and duration of the program for the children. The project was never designed for such a fine-grained analysis. Useful information on the generality of home intervention program effects and the consequences of multiple attachments between relatives other than the mother and child client within the stem and extended family could have been gained with a larger sample. Insofar as the incidences of the extended family and female employment on this reservation are rising (Spencer, et. al., 1975), this information could provide an interesting alternative even within the home intervention concept for meeting the early educational and welfare needs of the child.

The actual delivery mechanisms were modified to further suit the culture. The initial instructional component of the project was supplied by the Demonstration and Research Center for Early Education (DARCEE). Besides being a relatively flexible model itself in terms of materials and specific tasks, the home visitors and mothers made almost constant modifications This in itself indicated the attainment of a most important goal--the active involvement of the mother and child in structuring a learning experience. Hiring staff from the same sub-community or community as that of the participants, showing examplars of participation within the same group through videotapes, identifying and training Choctaw paraprofessionals capable of doing the testing and family intervention, obtaining translations of most instruments, and creating a means of holding frequent community meetings relating to project objectives were additional ways in which the program was modified to suit the Choctaw family and culture. Some of these were so situation specific as to permit little or no generality. Others do possess the possibility for use with different groups and will be recalled where relevant.

Objective 2: To test a community sub-entry system which would capitalize upon local input and personnel selection.

At the level of a demonstration effort, the entry system permitted a maximum of self-determination within the project at the local level before program services were commenced. Under this system, communities were analyzed for the presence of significant subgroups according to residential and/or familial ties. Leaders were identified, commonalities of opinion and choice were learned, delivery agents were selected and hired from the group. These delivery agents then recruited participants from and delivered the program to this same group. Unfortunately, there were no plans to systematically vary key features of the system and measure the effects experimentally. There were some differences as noted in chapter two.

The system was designed with the assumption that a person who was not a part of the subgroup, where one existed in the community, would lack the credibility to get the home intervention program accepted--or even into the household on a reliable basis. This assumption was based upon the demonstrated failure of other programs to make a significant or long lasting impact on the Choctaw community. The idea of sending white or black, professional or paraprofessional, persons into the household to instruct a mother in matters which she generally felt were sufficiently well done already was clearly unacceptable. As there were few Choctaw professionals, a Choctaw paraprofessional approach was adopted. Thus, at the very least, the staff member was familiar, posed little threat, and was not a source of jealousy to the recipients. The relative isolation between communities has already been indicated. Even when the project required the use of a Choctaw from one community in another, special steps were taken in anticipation of the difficulty this person would have in being accepted on a routine basis.

Given all of the above, this sub-entry system recommends itself to groups which might be considered disenfranchised or by self-choice are not using the social and educational services of their community. While this has most recently been recognized in the area of mental health programs, it also applies to health, education, and social services for minority groups. For example, in this area, many of the rural whites will not use social assistance or other programs that are frequently used by blacks and Choctaws, such as community health representatives, Head Start, etc. However, the needs of the children and families are as evident as with the other groups--perhaps in even greater quantities due to size of the group. As many of these whites live in neighborhoods structured by kinship ties, using the same entry system might facilitate a pattern of program and service utilization. The failure to attempt to involve such groups because of racial prejudice or apparent lack of interest will only result in the increased poor health, isolation, and retardation among future generations.

Developing a program with this entré also permits needed modification in the design before vast resources are wasted on an unacceptable or inoperable concept. The program will be suitable to a wide variety of individual styles and practices. Hence, programs are not doomed from their inception and they will potentially remain open for later modifications via the input of local staff members in delivering services and information to his or her own referent group. Hypothetically, the same entry system could be attempted for outreach and center-based programs alike.

Objective 3: To train Choctaw paraprofessionals in home-based instructional techniques and develop criteria to enable replication of this training.

During the last two years, the instructional materials and recording formats provided by DARCEE were modified for use in the Choctaw Home Visitor's Report, curriculum file, and Choctaw Parent Report. Additional materials and sequences were added to the curriculum file by central and home visitation staffs. Given the level of education among the home visitors, these materials were relatively easy to use and coordinate.

The Choctaw Parent Report never received widespread use in the project. Of those mothers who did use it, their recording was very inconsistent. This cannot be interpreted as meaning that no program involvement was taking place between visits. Rather, it probably means that the form proved too cumbersome or formidable for the parents.

The Choctaw Home Visitor's Report was developed to catalogue the instructional activities, the mother's weekly participation, and the child's mastery of the lessons. While intended as a research tool, the instrument proved useful in establishing discrete competencies and assessment for home visitors' skills in planning and observation. The data collected with its use were reliable with respect to planning and execution of the significant features of the weekly home intervention. In fact, these data were reliable enough to be included in the multivariate evaluation of the project.

These analyses contained only a limited number of measures--percent of times mothers and children performed at the highest level of participation and mastery--compiled from many alternative measures possible using this format. There are research questions which still remain unanswered and are open for analyses using the data already collected or new data: how well did the instruction match the developmental functioning of the children as assessed by standardized measures, does the child's early mastery of tasks predict rates of acquisition for later instruction, did a child's slow or fast acquisition of tasks over home visits enable him to score better on the tests, what is the role of continuity and optimal sequencing of instruction on cognitive development, did instruction in certain categories prove more beneficial than in others on related test items and scores, did the performance of home assignments make a difference? Questions in these areas do not negate the more basic ingredients of attachment and mothering, which more basically enhance the developing repertoire of the child. Rather, answers to these questions may provide an empirical basis for understanding the acquisition of certain mothering behaviors given certain other environmental adjustments, as indicated by Bronfenbrenner (1974, p. 55): adequate health care, nutrition, housing, and employment.

The development of objective performance criteria for the home visitors in instructional planning, home observations, and testing had many beneficial results. Retraining was based upon demonstrated need. Training time was reduced. Criticisms relating to job performance were data based and tended to be regarded as constructive. The training program for home visitors had specific goals which were known to trainer and trainee alike. Give the racial, educational, and cultural differences between most of the administrative and home visitation staffs, these discrete goals and criteria facilitated an open forum for communicating strengths and weaknesses in the program. As a few of the home visitors were drawn from manpower training programs and others had relatively low levels of education and experience, the materials and techniques recommend themselves for caregiver training programs in the early childhood area.

Objective 4: To train selected members of the community in data collection techniques in order to assess the educational potential of the home environment and its effect upon the children and their caregivers.

Almost all of the data on the project were collected by trained members of the Choctaw community. Given the fact that English is a second language to an overwhelming majority of Choctaws, this was the only solution. As it became evident that adequate assessment of cognitive growth was not possible, given a "ceiling effect" on baseline measures with the Denver Developmental Screening Test, instruments permitting a wider range of assessment had to be considered. This, in turn, demanded some overall planning on how to adapt the instruments to the Choctaw language and culture. The internal and external strategies proved useful in terms of this decision-making and should be useful to other program planners trying to grapple with the second language/culture problem of assessment tools.

A further adjustment in the usual administration of certain standardized instruments, such as the Bayley, McCarthey, and Leiter, was made. A Choctaw paraprofessional was trained in their administration. There was no precedent for this practice found in the psychometric training literature; however, it was the only solution. Insofar as these tests were considered to be reliably administrated by other trained psychometrists, other non-English speaking groups may benefit from this opportunity to use comparable training techniques. As Choctaw and other Native American languages are not in the same family as

Spanish, solutions to bilingual assessment problems coming from that community probably will not transfer uniformly to Native American language groups.

Interpretation of the obtained test scores is another matter. To an extent, not even professionals can validly interpret a test score obtained for subjects totally excluded from the norm groups. Mercer (1973) has been attempting to provide solutions to the pluralistic assessment problems. Intellectual and social/adaptive assessment relative to norms established for children five through eight from different racial or ethnic groups are established. To date, this work does not include norms for Native American samples. One of the difficulties might be the diversity among reservation groups. It would be extremely helpful to begin work to replicate with reservation Indians and to extend the norms downward to include preschool populations. Hence, valid data could be more readily collected and interpreted in a context meaningful to the child's own culture. Until something akin to this approach is completed, a multiple battery approach, with equating and continuing investigation of reliability would seem to be the best recommendation. The larger need for techniques to detect mental retardation, other handicaps, and evaluating the gross efficacy of early intervention should preclude any recommendation aimed at preventing future study in the test area.

While a few qualifications are needed, the project seems to have achieved its objectives concerning cognitive stimulation. If one knew nothing else about the children other than the disadvantaged socio-economic conditions of their households, there would be an expected progressive degree of deprivation as the children grew older (Bronfenbrenner, 1974, p. 10). The fact that the equated means on the Bayley, McCarthy, and Leiter did not show a significant decline indicates the success of the project. However, taking into account that this deprivation in intellectual development usually does not become evident until after the second year (Schaefer, 1970) and that a majority of the children tested in the last three rounds were still in the two-and-a-half and under range, these conclusions must be taken cautiously.

A related confounding, yet quite interesting, observation was the ability of the Choctaw infants to score so very high on the Bayley MDI during the first year of life. This level alone would enable a prediction of regression toward the mean. It should be noted that scores on the Bayley have been demonstrated to peak at certain ages (Lambie, Bond, and Weikart, 1974). This would tend to make scores unreliable over different age ranges within the Bayley MDI and with measures administered later as the children became older. However, the fact that the overall regression of scores did not occur, either to or below the mean, indicates that the program tended to decelerate the regression. These data, collected by the central staff during the last year of home activities using the Bayley, McCarthy, and Leiter and the Denvers, collected by the home visitors over the entire three years in the field, lead to the conclusion that the majority of the children were developmentally 'normal' when enrolled and that the program tended to enable them to remain as such. Without control or contrast groups, this is the strongest conclusion that can be drawn.

The comparison data collected at the end of the project do not indicate a statistically significant trend. Rather, the comparison data indicate the possibility of transfer between the home-based and center-based programs without significant loss. This has been hypothesized by Bronfenbrenner (1974, p. 56), given a preschool program with effective parent involvement. An additional round of data would have provided a better test of this hypothesis, but at least observation at the initial period seemed promising. As a majority of those children who transferred to the centers were older than those who stayed, the results are even more assuring, given the imbalance in ages which exists in these group means.

As mentioned under the last objective, the home visitors were proficient in the use of the Caldwell Home Inventory. Thus, they were capable of assessing the home stimulation potential. Some of the items were reported as difficult to interpret, but this affected neither internal consistency nor rater agreement data.

The parents themselves rated the program highly. This positive response was extended to being able to continue the program activities by themselves after the home visitor stopped coming. They further indicated a willingness to recommend the program to others. The analyses of the Caldwell Home Inventory data provided observational confirmation of the parents' ability to continue activities among those families placing their children in a preschool program or keeping him home without the on-going services of Family Education. Given the demonstration nature of the project, it is impossible to attribute this reception singly or multiply to the sub-community entry system, the home visitors, the instructional techniques, or the opportunities for new forms of evaluation in a reservation program. In part, the positive response was due to the reciprocal effects of the child's development on the family's participant. The more the family participated, the more the child learned, and vica versa.

Objective 5: To use the Choctaw home visitor to work with the mother or her surrogate in establishing an environment to stimulate the cognitive development of the Choctaw child, ages birth through four years.

Instructional home visits were planned for once each week. The average number of visits per family cited in the last chapter does not account for two communities terminated nor those children withdrawn for enrollment in a preschool program six months prior to the conclusion of field activities in all communities. As noted, certain features of the home environment, which were rated high in stimulation potential as measured by the Caldwell, were unaffected by termination of the program. Hence, there are carry-over effects with respect to the home environment.

Ascertaining the longitudinal effects of the program on the children must await future investigation. An analysis of 1975 Metropolitan Reading Readiness scores given at the end of Project Follow Through kindergarten in 1975 failed to differentiate the children by preschool experience.[14] The mean score for the entire group was 59. The scale mean for this test is 55. Locating the children by preschool groups (no preschool + Follow Through kindergarten, Head Start + Follow Through kindergarten, or Family Education + Follow Through kindergarten) yielded no statistically significant results according to a Newman-Keuls procedure. It was hypothesized that the lack of differences might be attributed to the overall group mean being above the scale mean, the fact that both Head Start and Family Education were in gearing-up phases at the time these children experienced them, or the efficacy of Project Follow Through that particular year. As Project Follow Through has a parent involvement component and a cognitive process model through the Tucson Early Education Model, it is reasonable to conclude that some of the traditional school deficits might have been bridged to effect an optimum environment for these children (Bronfenbrenner, 1974, p.40). With so many pre-existing components for an optimal family-oriented preschool and school approach (Bronfenbrenner, 1974, pp. 50-56), Choctaw and perhaps other reservation groups present ideal settings to test the critical feature of the approach in various stages. With such an abundance of services, the reservations may also provide model sites to test intergovernmental planning and program models under unified goals and administration. The result of not permitting and planning for this cross-program coordination takes its toll in terms of human and fiscal resources, as indicated in a prior chapter.

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[14] Thanks are expressed to Charlotte Quigley, then Director of Project Follow Through, for making these data available for analyses.

During the last year and a half of the project, several alternate family contact mechanisms were initiated. These included the monthly parent workshop in each community and a monthly article in the Choctaw Community News. Of the two, the parents indicated their preference for the workshops. They were easy to arrange and inexpensive, boasted attendance reliably at 30% to 40% of participants, provided a good social opportunity for the participants, permitted communication of goals and information on a group basis, and provided additional opportunities for cross-program planning and resource sharing. As many of the participants lived some distance from each other and lacked transportation during the day, the adults particularly enjoyed these occasions and many would express concern whenever they did not occur on a routine basis. As the children were always brought, this was a good time to give some of the tests.

It has been substantially demonstration by Gordon and Jester (1972) that full participation in home intervention programs as designed is difficult to control. The participation objective for this project, while simpler in respect to those attempted by these researchers, was also difficult to maintain at a constant level. However, by taking more of the program into the home through materials construction, some otherwise marginally participating mothers did change their behavior. The workshops were another contributing factor.

Program contacts through the home visits, monthly workshops, and Choctaw newspaper provided saturation of the program concepts within the culture to permit those aspects inherently foreign to surface for modification. These approaches permitted the program to achieve its goals without promoting a maternal style inconsistent with acceptable cultural patterns. As research is still needed to delineate this style for Choctaw and other reservation groups, this was considered an important aspect of the program. Hypothetically, the program could have been better planned and executed had there been more information on the maternal teaching and rearing styles prevalent among the Choctaw. Short term consequences of successfully modifying these styles might create a situation in which the child and his family appear more assimilated to the dominant culture. However, the long term consequences, given low rates of out-migration, might involve serious disorientation, mental health problems, a greater occurrence of alcoholism, and so on. In short, there might arise an occasion for more anomie.

Hence, research related to Native American maternal styles is recommended. In instances where young children are kept in preschool or daycare programs, such data might provide useful information on how to create an atmosphere and operating pattern similar to the child's home life--upon which he or she is learning to build expectations and a sense of what is normal, right and wrong, socially acceptable and unacceptable behavior. Since research in this area is not available, family contact mechanisms such as those described in this report are recommended. At least they leave the major decision-making with respect to socializing the child in the hands of the family. It remains to be seen through longitudinal investigation whether the educational orientations, such as learning to mastery, on-task behavior, and test-taking skills, acquired in a manner appropriate to the early stages of life, will have a long term positive effect on the children.

Objective 6: To enhance the attitudes, skills, and knowledge of child development among the participating Choctaw mothers.

As noted by the evaluators, the questionnaires pertaining to these variables were occasionally completed by a different caretaker within the household during each round of collection. This was a major administrative problem in delivering services and information through the extended family unit--sometimes the recipient or representative changed depending upon the health and employment situation in the family. Even though the measures of attitude, self-rating of rearing skills, and knowledge could not be analyzed over time for changes, the attitudes and knowledge expressed were revealing. In general, the caregivers had very positive attitudes toward children, themselves as parent, and were self-assured of their ability to raise and teach children.

Attempts to effect the knowledge of child development, as this was measured, were less successful. Direct teaching of related information was occasionally attempted at the workshops and through the community news. It was most often accomplished in a less direct manner through modeling provided through the home visitor's instructional planning. While reliability of the knowledge test was cited as a possible reason, perhaps this approach to assessing knowledge of child development is too fine grained and perhaps academic. While ideal parenting may be described as being differentially responsive to the child's repertoire at any given time, this may also be measured at the level of general principles of child development. Such a measurement approach might be both more generalized and functional. A sample question might be: (true or false) Children, age three, need to take a nap each day.

Two attitudes expressed by the parents deserve special note. Relatively few parents agreed to the statements concerning the uniqueness of the Choctaw child and his/her need to be raised in a Choctaw household. These statements indicate opinions at varience with the B.I.A. Social Services policy and the Choctaw Tribal Council's resolution on the rights of the Choctaw child (see appendix) with respect to temporary foster parenting and adoption. Perhaps these parents had more of an assimilationist orientation than the Bureau or the tribal leadership.

Objective 7: To raise the level of education among the home visitors.

Given the critical shortage of educationally qualified Choctaws for all areas of Tribal and Bureau programming, the needs with respect to this program were only symptomatic. In the area of early childhood education specifically, there is a critical need for an experience-based education program. This applied not only to the staff of Family Education, but to the center-based preschool programs as well. Given the recent funding of programs for bilingual/bicultural education on reservations, perhaps this approach could be extended downward to include training in the areas of child development, developmental psycholinguistics, Native American culture and languages, preschool curriculum planning, the psychology of second language learning, and community education. The extent to which these competency/experiential based programs could be administered through centers or colleges providing an associate of arts degree would enhance their value.

Training at the advanced professional level is also sorely needed. At the present time, there are a few Choctaws on this reservation with training at or above the master's level in the areas of elementary education and administration. There are none with advanced degrees in early childhood education, educational research, social services, behavioral sciences, clinical psychology, counseling, community or school psychology, or any of the health-related or medical professions.

Choctaw Family Education was able to provide an opportunity for the home visitors to pursue a G.E.D. and college courses through release time. It was to the credit of these home visitors that this time was never abused. The data on the qualifications of the home visitors only indicate initial educational level and further achievement beyond it when a G.E.D. or college courses were successfully completed. However, all of the home visitors with less than a twelth-grade education attended G.E.D. classes once a week, during the day or at night, depending upon when the classes were held in their own community. It was unfortunate that much of the inservice training in child development, general learning and education, methods and materials in early education, and assessment practices could not have been certified.

The specific program training, program experiences, and increase in general level of education qualified the home visitors for many other positions: teacher aide, teacher and center director in Head Start, Follow Through, Bilingual Education, and Title I, nurse's aide, outreach worker and counselor for Social Services and Child Abuse, community health home visitor and Adult Basic Education teacher. These positions paid 20% to 38% better than those in Family Education.

The training of one of the paraprofessionals to administer individual performance tests also suggests the possibility of new forms of certification with respect to testing and evaluation at the associate degree level. In addition to making it easier and less costly to collect such data and enhancing the evaluation components, especially psychological services, of preschool programs, this practice would potentially increase the research in an area that has been under much controversy by various minority groups. Thus, rather than pursuing a course of ignorance engendered by moratoriums on testing, the area of investigating individual differences will receive the increased attention that it needs to achieve effective solutions for the benefit of a pluralistic society.

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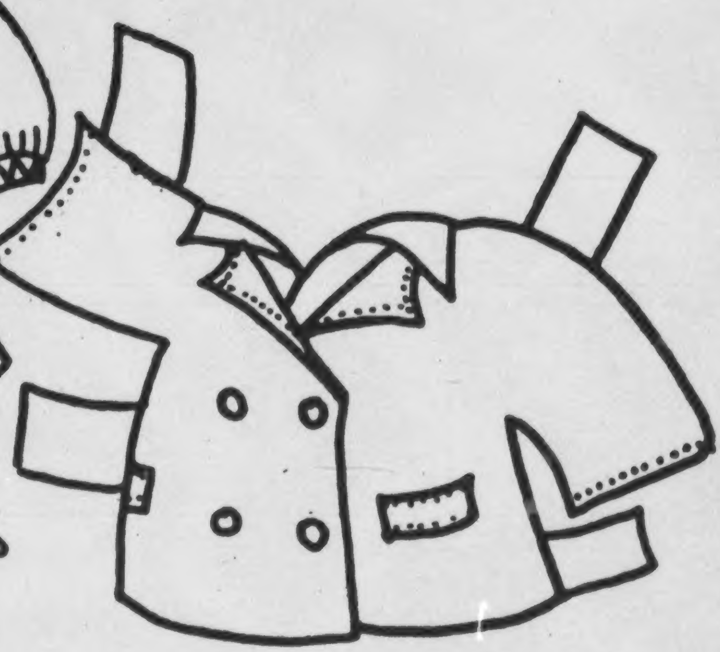

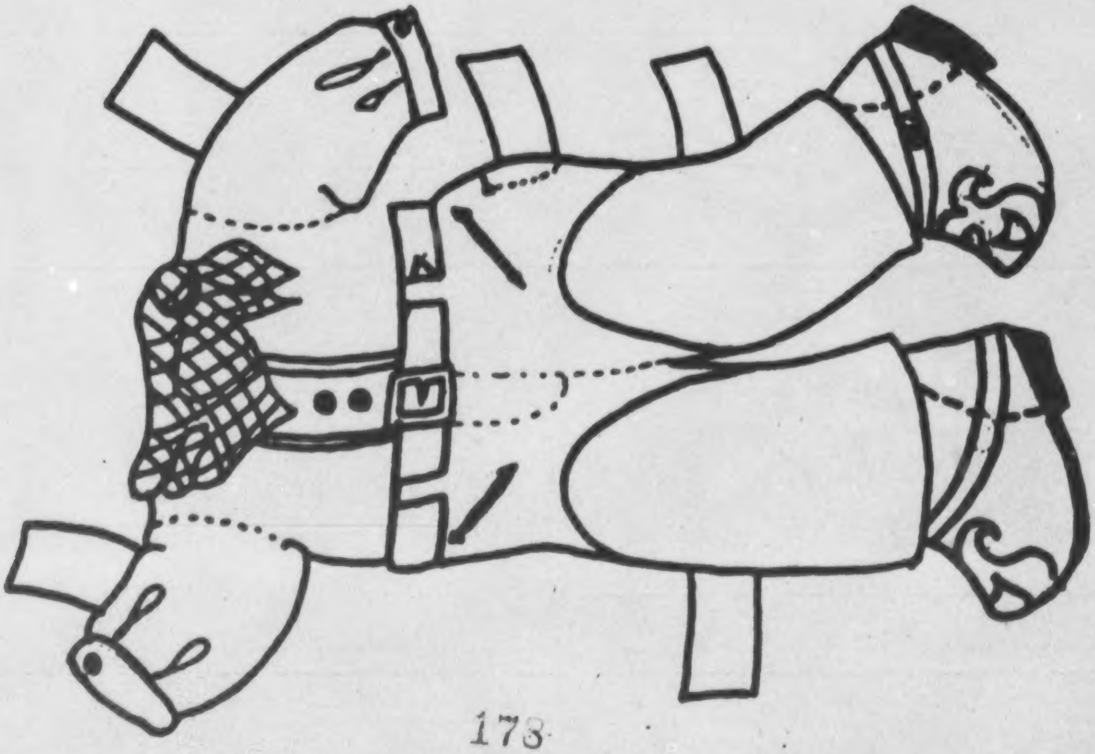

A Personalized Report of Testing Conditions And Family Case Studies

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The Choctaw Home Centered Family Education Demonstration Project was a four year early education program in six Choctaw communities of the rural central eastern section of Mississippi. Choctaw paraprofessionals were chosen in each community by the community people. These paraprofessionals were then trained by specialists in early childhood education. The paraprofessionals then went into the homes and worked with the mothers or caretakers, teaching them skills and techniques of early infant stimulation. The two basic purposes of the program were to increase the cognitive development of the children from birth through four years and improve the teaching skills of the mothers for participating in the education of their children.

This section of the final report is intended to give the reader a feel for how the program developed over the years and affected the lives of the participants. A few investigators have contacted the project staff and communicated their interest in learning how the program delivery and evaluation was received. There has also been a request for information on the variations of family types involved. Therefore, this section will address itself to these requests.

The instrument used to measure the growth of the children during the first two years of program operation was the Denver Developmental Screening Scale. This widely used instrument is excellent in determining delays in development but is not designed to assess cognitive the growth into and above the normal range. Therefore, in 1975 three other tests were introduced---the Bayley Scale of Mental Development for infants two months through thirty months, the McCarthy Scales of Children's Abilities for children thirty months and older and the Arthur Adaptation of the Leiter International Performance Scale for children three years and older. The results of this testing, done once every six months, is presented in Table 1.

The age at which a child was tested seemed to be one of the most important factors in the test scores. The early items on the Bayley measure primarily sensorimotor development and on these items the Choctaw children scored very high. The later items measure more verbal skills and on these items the scores declined. The McCarthy Scales also has a large proportion of verbal items, some of which cannot be translated into Choctaw, and scores on this test also dropped. The Leiter Scale, which is completely non-verbal, had not been used during the initial round of testing but was added to the test battery for the final two rounds. On this non-verbal test the scores of the Choctaw children rose.

By the time the use of these tests was begun many of the children had lengthy program experience, or in the case of infants, the mother had participated in the program with older siblings. Therefore, with the exception of about 40 children, these tests cannot be considered true baseline data but are contamined by program effects.

These three instruments were administered by the Associate Director and the Choctaw Administrative Assistant. Testing situations were varied. Some were done in community centers or Family Education offices. Others were done in the homes. Efforts were made to test each child in the setting

TABLE I

Mean Test Scores By Age and Time of Testing

	January 1975			June 1975			December 1975		
	R 1			R 2			R 3		
AGE	BAY	McC	LIET	BAY	McC	LIET	BAY	McC	LIET
Months									
2-12	122.83	0	0	121.82	0	0	125.62	0	0
13-24	105.39	0	0	104.10	0	0	107.40	0	0
25-30	93.18	73.00	0	96.80	83.00	0	94.79	0	0
31-36	0	87.44	0	0	88.46	0	0	95.00	118.75
37-42	0	92.25	0	0	88.30	105.22	0	87.63	110.71
43-48	0	83.43	0	0	71.80	94.75	0	96.33	111.38
49-54	0	88.00	0	0	94.50	106.00	0	84.83	112.43
55 on	0	0	0	0	72.00	93.50	0	85.00	100.00

in which he was most comfortable. Some children were extremely shy in an office but were responsive at home. In some homes testing was difficult because of distractions by other children. In other homes the presence of other children encouraged the target child. Occasionally a child refused to be tested at all and in those cases at least three attempts were made later to get his cooperation. The mothers as a whole were very cooperative. In one community during the final round of testing not a single mother missed her appointment. Ideally, the Bayley is administered with only the mother, the child, and the tester present. However, many excellent tests were done in Choctaw homes with the entire family present.

The children themselves seemed to enjoy the testing. It was not unusual for a child after completion of the test to reach toward the closed kit and want to take it again. Visits by testers to Head Start Centers frequently brought the cry "Test me! Test me!". On one occasion a three year old girl asked to be tested and was told she had already been tested five times. Her response was "Not today." Mothers also frequently asked for older children not in the program to be tested.

Testing did not always go smoothly or according to schedule. The testing program was designed to take place at six months intervals. This was not always possible for various reasons. Sometimes a child was ill or there were family problems such as the death of a relative or separation of the parents. Sometimes it was was impossible to locate the child. Also, as some of the children grew older they became more shy. Others, when teething, would do nothing with test materials except mouth them. However, by waiting a week or so it was usually possible to get tests on many of these children.

A number of the tests were video taped. This did not seem to distract the child unduly and was popular with the families. Members of the family who had not been present during the session would occasionally come by the office to see the tapes. These tapes of tests and of home visits, were also shown at the monthly workshops. Perhaps this willingness to share information accounted for the testing being so well received by the families.

In addition to intensive testing of the children during the last year of program, the mothers were also interviewed or asked to fill out questionnaires. The mother's participation was also noted on each home visitors report. The home visitors were asked to write comments concerning the visit and the comments over the project period show increasing interest and participation on the part of most of the mothers. At the beginning of the project many mothers would not take an active part in teaching. They believed that the home visitor was there to work directly with the child instead of being there to train the mother. Other mothers wanted to see what the home visitor could actually do in teaching the child before being willing to learn from her. An idea frequently expressed in the early months of the project was that babies were too young to learn. All these attitudes showed change by the end of the project according to the comments of the home visitors and remarks made by the mothers themselves. The interest of the mothers was also shown by their attendance at the regular monthly workshops held in each community. Many of these included the traditional Choctaw potluck dinners. After eating, the mothers were provided with material to make toys for their children and told ways to use these toys in teaching. The home visitors were permitted to claim mileage in transporting mothers and children without a car or truck.

There were of course variations in the effectiveness of different mothers and of home visitors. Some homes and families were fairly stable. Others were chaotic in the extreme. As might be expected, children from stable homes tended to score higher on the test and to maintain their scores than children from disturbed backgrounds.

One of the most important aspects of a home teaching program such as Choctaw Family Education is that of personal interaction. It is also one of the most difficult aspects to measure. The case studies which follow are an attempt to document, as objectively as possible, what went on in some of the homes and the relationships that existed among the different people in the program. No two homes or families were alike, but most of them fall into certain broad categories. The accounts given have been selected to show effectiveness or non-effectiveness of Family Education in different types of homes.

In the great majority of the homes Choctaw was the only language spoken although the parents themselves knew English. In a few homes where one of the parents was non-Choctaw, English was used the majority of the time. In other homes, even though both parents were Choctaw, English was used part of the time so that the children could become familiar with the language. Most Choctaw parents, even the young one, had started to school knowing little or no English.

A few Choctaw homes were one family homes; some were an extended family unit. In some there was a father present; in others there not. In some families the mother worked and the children were cared for by someone else, usually a close relative. In a few rare cases the father was the caretaker. In some homes the mother receiving the program was the caretaker for other children related to her and these children were also in the program.

Another variable in the delivery of the Family Education program was the home visitor. Some families had one home visitor from the beginning of the program until the end. Others had as many as five different ones and many families had at least two or three different visitors. Most of the home visitors were women but three different men were employed as visitors during the project period. The majority of the home visitors had children; only five did not.

The case studies have been selected to illustrate some of these interpersonal variables that affected program delivery and effectiveness. The person described in most of the accounts is the mother or the caretaker rather than the child. She was the primary target of the Family Education training in the attempt to stimulate the cognitive growth of the Choctaw children. The future learning of her children is now in her hands.

This first study is an example of a fairly stable family who used Choctaw at home, and in which the mother remained interested and active in the program through many changes in home visitors.

CARMELLA

Carmella entered the Family Education program in May of 1973 and remained in the program until August of 1975. The target children were a girl one-and-a-half years old and a boy of four months. Although Carmella and her husband both had many relatives living in the different communities they had no relatives living with them.

From the beginning of the program Carmella's interest was noted by the home visitor with the remark, "I think the mother really want her children to learn." Instruction began with simple skill development for the little girl and sensory stimulation for the baby. Carmella was provided with materials and asked to make such things as mobiles and foam blocks covered with fabrics of different textures. She did so willingly. She was soon requesting that books be brought so that she might start reading to the children and showing them pictures. The home visitor reported that both children enjoyed looking at books with their mother. Carmella very soon began counting for the children-- beads as they were strung, blocks as they were stacked, etc. She also named colors and shapes as the children played with different toys. These activities did not all take place in the first few months but over a period of time.

After several months Carmella's first home visitor resigned and was replaced by another. The second home visitor, a young man, was also impressed by Carmella's interest and skill in teaching her children. This home visitor resigned also and a third began visiting her. Almost immediately the tenor of the comments on the reports changed. This home visitor said that Carmella did not take part in the lessons because she was doing house work or watching T.V. However, she continued asking for books to read to the children. Obviously, Carmella was still interested in teaching her children but something was wrong with the visits themselves.

Central staff was faced with a dilemma. Program policy was that each home visitor would choose families that she felt she could best work with. Family relationships and emotional ties and strains in each community at times became so involved that it was difficult for an outsider to know who could work with whom.

Fortunately, the incompatibility of Carmella and the third home visitor was resolved by the local home visitors themselves without interference by central staff. Another home visitor took Carmella and gave her colleague one of her families. According to the home visit reports, there was an immediate change in Carmella's interest. She once again took an active part in each visit.

Then there was another change in home visitors-- this time because the home visitor was having personal problems. The fifth home visitor remarked, as had all but the third one, that Carmella worked extremely well with her children. She read to them, their motor skills were excellent, they were working on color and number and that Carmella reinforced them verbally and physically.

The fifth home visitor made only two visits to Carmella before the previous visitor returned to work with the family. Her brief tenure is important primarily as confirmation of what was happening in the family.

Additional confirmation was provided by central staff members who participated in occasional home visits, by testing sessions, and by a videotaped home visit.

This home visitor continued to work with Carmella and her children until they entered on of the center-based preschool programs. Carmella's experience with five different home visitors has been given in detail in an attempt to show that in spite of many changes in personnel the children's learning continued as did the mother's participation and interest.

That Carmella's children learned is supported by observations from their teachers in the centers and by test results. The little boy was tested in March of 1975 when he was two years old with the Bayley Scale of Mental Development. His MDI was 109. He was retested with the same instrument in July and his score was 117. In December after five or six months in the preschool program, he was given the McCarthy and his score was 101.

Carmella's daughter was tested in March 1975 with the McCarthy and received a score of 95. In July, her McCarthy score was 92. During the same day she was tested with the Leiter and scored 110. Her final round of testing was in December and her McCarthy score remianed at 92 but her Leiter score rose to 118.

The next case study is that of a home quite different from Carmella's but untypical of a number in the Choctaw communities. It differs from the previous account also in that only one home visitor worked with this family group during the project period and that both English and Choctaw were spoken in the home. English was the language of preference for testing.

MOLLY AND KAREN

Molly and Karen were sisters, both of whom were separated from their husbands and were raising two families of young children with no financial help from either father. At times it was difficult even to provide food for the children and both families frequently moved back into their parent's home. Either or both would at times move away from the reservation to stay with other relatives.

At the time, Molly entered the program she had two children, ages two-and-a-half and one-and-a-half, and was expecting a third child. Karen had one child, who was a year old when she entered the program and had another child about a year later. Both mothers were at first extremely interested in working with their children and seemed to be greatly attached to their home visitor. She was older than they and provided them with sympathy and understanding they did not get from their own mother with whom they were in frequent conflict.

After the birth of her third child, Molly's interest decreased somewhat, probably because of her personal problems. She seemed to prefer to sit and hold the baby and let the home visitor work with the older children. However, the home visitor persisted in attempts to involve the mother and soon was reporting that she, the home visitor, was holding the baby and Molly was again working with the older children. But more and more Molly seemed to be turning the teaching of her children over to her sister.

Karen's interest never flagged and she took an active part in teaching her own child and those of her sister. The birth of her second child did nothing to diminish her participation.

During her second year in Family Education, Molly moved so frequently that she was eventually dropped from the program. However, when she was at home the home visitor and Karen included her children in the games and instruction.

One of the interesting aspects of Molly's and Karen's participation in the Family Education program is that they did continue to participate in spite of their disrupted and difficult personal lives. They seldom missed a Mothers' Workshop. They made materials for their children-- stuffed animals, books, games, puppets, bean bags, etc. They took care of the materials they made and used them to teach the concepts they were designed to teach. During one of the last visits made to their home, Karen brought out from a closet shelf all the things she had made for her children. She had the children name colors, pictures, shapes, body parts, count-- all the lessons the home visitor had taught her.

Both sisters were very cooperative in the rounds of testing. They brought the children to the office when requested and allowed testing sessions to be taped in their home. However, only the oldest child (Molly') and the youngest (Karen's) maintained close to their original scores. Two of the middle children showed drops and one refused to be tested at all.

The oldest child was given three McCarthy's, the first one when he was four years and two months and the final one at four years nine months. His scores were 87,81 and 83. He was also given Leiter tests during the last two rounds and on this instrument his scores were 102 and 105. (Both testers felt he would have perhaps done better on the McCarthy had it been given in Choctaw.)

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The youngest child was tested with the Bayley at five months, nine months and thirteen months. His scores were 147, 126 and 133.

Another child was tested twice, a Bayley at twenty-seven months with a score of 96 and a McCarthy at thirty-one months with a score of 89. He refused to be tested on the final round.

The last child had an initial Bayley score of 122 at fourteen months, 118 on the same instrument at seventeen months and a final score of 94 at twenty-two months.

What long term effect Family Education will have on Molly, Karen and their children is of course, impossible to predict. Much will no doubt depend on their personal lives. These became more stable by the time program was terminated. Both had found jobs and the children had entered center programs.

Since most of the program children recieved basically the same materials sequence, few details in this area will be given in the next case studies. They will merely describe briefly the family composition, the mother, and program effects on the children as measured by testing, observation, and report.

BERNICE

Bernice was a member of another tribe who had met her Choctaw husband when they were both attending school out of state. They moved to the Choctaw reservation and lived with the husband's family. This family epitomized the strength and support to be found in the extended Choctaw family. Both parents and grandparents were interested in the home visits and in helping the children learn. The grandfather, during one visit, told the child to do as he was asked because "We don't want any flunkies in this family." When one of the children rebelled at being tested, Bernice said "I'll have his father talk to him and bring him back tomorrow. He'll do fine then." He did. It should be emphasized however, that neither the father nor grandfather raised his voice or threatened the child in any way. They simply told him to do what he was asked to do and he did.

Bernice prepared for each visit by having a small table ready for the children to work on, by having the previous week's home assignment ready to show the visitor, and usually the children made a special drawing to give to the visitor as a present.

Bernice and her children were in the program from August 1973 until the program was terminated in December 1975. During this time, she worked with three different home visitors, all of whom commented most warmly on her interest, teaching skill, cooperation, and obvious pleasure in doing things with her children. She attended Mothers' Workshops and frequently stopped by the Family Education Office just to visit with the home visitors and the central staff.

Bernice spoke no Choctaw so English was the language of instruction and testing for her children. She was most cooperative during the testing sessions. More so than her son who refused to be tested the first round. However, during the second round once his father had spoken to him, he took a McCarthy on which his score was 110 and a Leiter with a score of 103. On the final round of testing his McCarthy score was 108 and his Leiter 122. Bernice's youngest child was first tested when she was one year old. Her Bayley score was 131. She was tested again six months later and her score was 113. During the final round, when she was one year and nine months her score remained the same.

It is impossible to predict long term effect with absolute certainty but there can be little doubt that Bernice and her husband will continue teaching their children and encouraging them in every way possible.

It would be logical to assume that the amount of time, interest, and energy a mother could expend in taking part in Family Education would diminish in direct proportion to the number of children she had to care for. The next case tests this assumption.

KATHERINE

Katherine and her two youngest daughters were enrolled in Family Education in September of 1973. Katherine was the mother of a very large family ranging in age from children in high school and grade school to her three-and-a-half and one-and-a-half year old daughters in the program. She was also pregnant again.

Katherine's voice was soft and she was extremely shy as were her daughters. The home visitor commented "The mother always sits with us while the child is playing but she doesn't talk much and both of the girls don't talk at all but they always try to do what I tell them." Katherine was faithful about keeping appointments and gradually both she and the girls overcame much of their shyness. In spite of innumberable household responsibilities, Katherine was eager to make toys for her children and was very skillful at doing so. She took part in the lesson activities and seemed to enjoy showing the children ways in which to use the toys.

The first home visitor resigned after several months but the new visitor found Katherine equally responsive and cooperative. The older daughter was enrolled in Head Start briefly but returned to Family Education. The home visitor commented: "Her mother wants her to learn with the youngest girl so she won't be going back to Head Start." She did, however, so was not included in the last year's testing program.

Several months before the birth of Katherine's next child the second home visitor resigned to accept another position. The new home visitor found the children initially shy with her. However, after two visits her comment was: "The children are doing everything I ask them to and the mother is working with them very well."

In spite of Katherine's shyness, she gave permission for a home visit session to be videotaped and later a testing session. The youngest daughter was given a McCarthy in March of 1975 when she was three years old. In spite of her shyness and the presence of two testers and the video camera, she scored 101. The baby was too young to be tested at this time and later was ill so he was not tested until June when he was six months old. On this initial Bayley his score was 144.

The next round of testing was scheduled for July and at this time Katherine's family endured a severe domestic crisis. The baby's Bayley dropped to 102 and the daughter's McCarthy to 90. She scored 103 on the Leiter.

The children were tested during December for a final time. The daughter's score on the McCarthy had risen to 112 and on the Leiter to 107. The baby's score on the Bayley remained at 109.

The three children in the next study were the children of two sisters. They were members of an extended family, very fluid in its composition, and moved from one household to another. Both young mothers were unmarried, very shy and spoke little or no English.

NONA AND CHERIE

Nona was enrolled in Family Education when her first child was three months old. At this time she was living with a relative in one of the new homes built recently on the Choctaw reservation. The home visitor commented that the house was large, clean and had big windows. She said also that the mother did not talk much but listened and liked to watch her child. Nona kept appointments fairly regularly and would take part, though usually silently, in the home visits. When her next child was born, she too was enrolled in Family Education.

Cherie and her six month old son entered Family Education in February 1975. She also lived wtih relatives but the house in which they lived was very different from that one in which Nona was living. It was one of the old frame houses built years ago by the government for the Choctaws. The rooms were small and dark, in poor repair, heated only by a fireplace. It was cold and damp in winter, sweltering in the summer.

Both Nona and Cherie attended the Mothers' Workshops. They seemed to enjoy being there, taking part in the potluck and making toys for their children.

Nona's daughter and Cherie's son were tested in April 1975. Nona's daughter, at that time one year and two months old, scored 124 on the Bayley. Cherie's son was tested during a Mothers' Workshop. While she made a stuffed animal for her baby in another room, the Bayley was administered. (The workshops were a good time to catch up on the tests.) The baby's score was 150. Nona's baby at this time was too young to test.

Before the next round of testing in August, Nona and her two children had moved, because of domestic problems, to the home in which Cherie and her child were living. This testing session took place on the small front porch of the frame house. Nona's daughter now a year and a half, scored 103 on the Bayley. Cherie's son, one year old, scored 115. Nona's baby, by this time three months old, was tested several days later, and scored 125.

These three children were tested during the final round in December when Nona's daughters were one-year-and-ten months and four months. Cherie's son was a year and four months. The older girl's score dropped to 84; the younger to 107. Cherie's son's score was 97.

The dramatic drop of approximately 40 points in the scores of the two older children perhaps is a direct reflection of the home situation of these children. It would appear that a once-a-week intervention program makes little impact under these conditions, especially with the domestic tranquillity missing to permit a daily routine of playing and learning.

It is more encouraging look at children who maintained their relatively high scores through the three rounds of testing. It has been mentioned that the scores of the Choctaw children on the Bayley declined with age from a level of over 120 for children two to twelve months to around 95 for children twenty-five to thirty months. However, there were a number of children who were an exception to this trend and maintained scores in the proximity of their initial testing. There were a few children whose scores rose.

One child whose Bayley score showed an unexpected increase was tested first when he was two years and three months. His MDI was 104. Tested three months later, the MDI jumped to 123. The reason? His mother said his older sister had been reading to him.

Another child, a girl one year and eight months old, had an initial Bayley score of 100. Two months later it had risen to 104 and by the time she was two years and three months old her MDI was 111. The reason is perhaps not as clear cut as the preceding one, but is probably due to a change in caretakers. For the last two rounds of testing she was cared for by a young mother whose son was also in Family Education. This mother enjoyed working and playing with the children, attending workshops, and making toys. Her own son had an MDI of 128 at seven months, 120 at ten months and 120 again at thirteen months.

Occasionally a child's first Bayley score was lower than later ones because of an old belief in some Choctaw homes that very young children should not see themselves in a mirror. This removes several items from the Bayley Scale. One child scored 98 on her first Bayley when she was six months old. At eleven months her score was 122 and at one year five months it was 128. The mirror items played a part in these changes.

There were some children who tested near the top of the scale for three rounds. Some of these were the children of home visitors and will be discussed in a later section. Two others will be mentioned briefly here.

One, a boy, was tested first when he was four months old, again at eight months and finally at eleven months. His MDI was 150 on all three rounds. He was an only child and his mother was an amputee.[1] This did not interfere in the least with her participation in the program. She took part in all activities and obviously enjoyed working with her baby.

The second child was a girl, the younger of two. Both the mother and father were high school graduates and were taking college courses. Home visits were arranged around the mother's heavy class and work load. However, it was usually possible to schedule one visit a week and the mother obviously worked with the baby between visits. The father and the older sister, who was in Head Start, were also interested in teaching the baby. The first Bayley was given when she was seven months old and her score was 145. She was tested again at eleven months with an MDI of 138. The final test was given when she was thirteen months and the MDI was 141.

CARETAKERS

A number of children in the Family Education program were being cared for by persons other than the mother. Some of the mothers worked and others were going to school. In these cases, when the child was with a caretaker who was also a relative, they could be enrolled in Family Education.

How effective was Family Education in working with caretakers? Were grandmothers, aunts or other relatives as responsive to instruction and were they as interested in working with the children in their care as were the mothers? This, in most cases, seemed to be true. Of course, one of the requirements for participation in Family Education was the expressed willingness to participate.

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[1] This was probably due to diabetes--a disease disproportionately common to Native Americans

One of the outstanding caretakers was Loretta. Although confined to a wheel chair, Loretta took complete care of her sister's baby, Mona. Mona entered Family Education early in 1974 when she was seven months old. She remained in the program until it was terminated in December 1975. The home visitor who worked with Loretta and Mona was a neighbor, a relative, and a friend. She had young children of her own and from working with them was convinced of the importance of working with a child every day. Of all the home visitors she was the most consistent and insistent about leaving home assignments. The typical home assignment left by her would be all the materials and activities used during each lesson session. Not all the people with whom she worked did the home assignments but Loretta did and with pleasure.

Mona was a delightful child to work with and test. She was friendly, outgoing, and enjoyed doing the test items in the Bayley. Loretta was also ideal to work with, encouraging the child when asked but offering no help unless requested to do so. Although Mona's Bayley scores remained above the norm through three rounds of testing they show the drop with increasing age that became familiar in testing Choctaw children. Tested first at nine months, her score was 136. At thirteen months her score was 120 and at seventeen months 112.

Other caretakers were older women, grandmothers, or even great-grandmothers of the children they cared for. Most of the older caretakers routinely wore the traditional Choctaw dress. Many of them neither spoke nor read English. The majority of them had very little contact with the white community in Missisippi. However, these older women, without exception, were always friendly to the non-Choctaw staff to come into their homes to observe home visits, to test and to take videotapes.

This ease of admittance into the homes had not been anticipated at the beginning of the project. There are several reasons that entry into the homes was possible. The first is that the home visitors were often relatives of the caretaker. If not a relative they were friends and women well known and respected in the community. Another reason was the longevity of the Family Education Program and its increasing popularity as its effects on the children became more and more visible. Another facilitating factor was the popularity of the videotaping itself.

So although many or most of the caretakers were among the older and most conservative, or traditional, group of Choctaw people, they were willing to work with the home visitors in the home teaching. Of course, teaching children at home is the most traditional method of education among Native Americans. The difference in the Family Education program was that the skills being taught were those needed for future success in school.

One grandmother, who was the caretaker for her daughter's two children, received 98 visits from March 1973 through December 1975. Merely keeping appointments this many times demonstrates her interest in the program. The mother of the children worked and they had been cared for by the grandmother since infancy. The grandmother worked extremely well with the home visitor and the children. A taped session of a visit shows that the grandmother seemed to feel much more comfortable working with material that required little verbalization. The extent to which this often seemed true of Choctaw mothers and caretakers lead to the specific hypotheses tested concerning verbal versus non-verbal development. (See Part II, Chapter IV).

The grandson of this caretaker remained in Family Education until November 1975 at which time he entered Head Start. Tested while still in Family Education and being cared for by his grandmother, he scored 95 on the McCarthy and 130 on the Leiter. When tested in December in Head Start his Leiter score was 109 and his McCarthy 69. His sister, who remained with the grandmother, showed a rise from her initial Bayley score of 119 in February 1975 to 123 in December of 1975 when the program was terminated. Her age at the final testing was two years and four months.

Some other children showed a rise in scores after entering a center program. One such child was Caroline. He entered Family Education in August 1973 when she was one-and-a-half years old. She was cared for by her grandmother. The first home visitor had difficulty in getting the grandmother to take part in the teaching for a number of months. However, finally in January the home visitor commented: "This is the first time the caretaker joined in the activity and I think she enjoyed it." From that time on the grandmother took an active part in working with Caroline. Occasionally, Caroline's mother, who worked was present and she too enjoyed working with the child.

Caroline was an only child and both parents were interested in her progress. Her father was not Choctaw so English was the language spoken in Caroline's home, but only Choctaw was spoken in the grandmother's. Therefore, Caroline was truly bi-lingual. A greater than average facility in English was apparent when the McCarthy was first administered to Caroline in February 1975 when she was three years old. Her score was 108.

Caroline's grandmother died during the summer and Caroline stayed with different relatives. This is perhaps the reason her next McCarthy dropped to 91 in July. Her Leiter score at this time was 100. In the fall, Caroline entered a Head Start center and was retested with both the Leiter and the McCarthy in late November. Her Leiter score had risen to 123 and her McCarthy to 110.

Some caretakers, because of age and poor health, were limited in the activities they could take part in with the children. A great grandmother, in charge of an extremely active little boy, willingly worked with him on table activities, puzzles, pictures, matching shapes and colors, etc. In the more physically demanding activities such as games played on the floor or outside, the home visitor was assisted by school-aged cousins of the target child. These older children were very proud of their young cousin and were helpful not only during visits but also in testing sessions when they were present.

The greatgrandmother attended all the Mothers' Workshops and was extremely skillful at making materials. She was a women of great dignity who dressed always in the traditional Choctaw dress. Although she spoke no English she was always cordial to staff members when they came into her home to test. The child was a pleasure to test, very serious and businesslike, requiring no coaxing. He was tested first with the Bayley when he was two-and-a-half years old. His score was 97. Four months later he was given a McCarthy and scored 98. He was tested again in four months--a Leiter and another McCarthy. His Leiter score was 122 and his McCarthy score jumped to 112, an unusually high score for a non-English speaking child.

This case demonstrates well some of the strengths of the extended family. Although the caretaker herself was unable to help the child in some of the activities, this was compensated by older children in the family and the result was an intelligent, friendly little boy that the whole family delighted in.

Not all extended family units had such a beneficial effect. One young mother took care of her own two young children and at times as many as five other children --two of whom were infants. After school, several older children stayed with her. She was also pregnant with her third child during the final months of the program. She was extremely shy and spoke little English. Her interest in the children and her pride in them was evident.

With so many children in her home, testing sessions usually lasted several days but she always seemed willing to have the testers return. It should be mentioned too that the older school-aged children took a great interest in the testing when they were present. This mother's interest in the children and her desire for them to learn could not however compensate for sheer exhaustion. One of the children in her care dropped on the Bayley from 101 to 85 over a period of nine months; another from 124 to 105; one from 111 to 97; one from 100 to 88 and one from 140 to 116. The two infants were under two months and too young to test.

Not all caretakers were easy to work with. One such was Marvene who cared for two of her granddaughters. The mother of the children had remarried and had another baby. According to Marvene, she never came to see the little girls or showed any interest in them. Marvene was very concerned about the two children and interested in having them learn. She insisted on their watching Sesame Street and drilled them on letters and numbers, colors and shapes, etc. However, she found it impossible to get along with any home visitor for any length of time. She quarreled with several of them and once went so far as to call on the project director in an attempt to get one home visitor fired. At other times she would not let them come in the house or would refuse to let them see the children. When the home visitor then dropped her from the program, Marvene would send word to the office complaining that no one was visiting her children. Oddly enough, in spite of this negative attitude, she attended Mothers' Workshops, brought the children to the center for testing, permitted them to be tested at home and even seemed to enjoy having one home visit taped.

The two children were well cared for physically, clean and well dressed. The younger girl was shy and would hardly talk to strangers but the older girl was friendly and outgoing. They were first tested in May 1975. The younger child was two years and three months. Her Bayley score at this time was 101. The older girl was three years and nine months and was given a McCarthy. Her score was 87. The children were tested again in August. The younger girl refused to take the McCarthy. The older girl was first given the Leiter which she enjoyed very much and immediately wanted to do it again. She was then given another McCarthy and was very uncooperative. Her score on the Leiter was 102 and on the McCarthy 59.

Shortly after this round of tests the children entered center programs. This contact seem to release the younger child from much of her shyness and by the time she was tested again in December she was willing to try the McCarthy. Her score was 85. She was then given a Leiter and on this her score was 112. The older girl's McCarthy rose to 90 and her Leiter to 121. Obviously the second McCarthy was invalid.

The caretakers in the Choctaw communities demonstrated their willingness to participate in Family Education and their effectiveness as teachers. It should not be overlooked that they also enrich the lives of the children by providing continuity with the traditional ways of the past.

The most important group of people in the implementation of Family Education were the home visitors themselves. So one of the best ways of determining the effectiveness of the program is to see what impact it had on their children. Did the home visitors themselves practice the skills they taught to others? Did they believe that early education could make a difference to their own children? Basically, did they teach their own children and did their children learn?

To many of the home visitors, Family Education was initially just another job. Like most of the mothers with whom they worked they liked children but knew little of the theory of eraly childhood education. Some of them admitted later that they did not really think a young child could be taught. One said flatly: "I didn't believe a word you said until I tried it. But children really do enjoy learning."

Whether they believed it or not, most of the home visitors who had young children were willing to try it out. One of the first home visitors trained had no infants at the beginning of the program. (She later made good this deficit by having two babies while the program was in operation.) At the time she began working for Family Education her older child, a boy, was in Head Start but she had a two-year-old daughter who was enrolled in the program. Another home visitor was assigned to the child and the mother also worked with her. She was soon expressing delight at how quickly and how much the child was learning and regretted her son had not had the advantage of early training. Unfortunately, her daughter had gone to Head Start before Family Education began the last year of testing so no measures are available on her. However, the two youngest children of the home visitor had three rounds of testing.

One child was tested first when he was one year nine months and his MDI was 116. At two years it was 102 and at two years four months 103.

The baby was tested for the first time when he was four months old. He had veen very ill much of his life and hospitalized several times. His score was 107. he was tested again at seven months after having been in the hospital for some weeks. Surprisingly, his score was 150. His final test was at eleven months and his score on this last round 129.

Another home visitor had no program-aged children but decided as she said: "to see if it works" when her first grandchild was born. She began the simply sensory stimulation games with him and moved on into skill development areas. The baby was responsive, intelligent and was soon advanced above his age level. Both the child's mother, who was the home visitor's daughter, and her husband enjoyed working and playing with the baby. The daughter was so well trained that when her mother resigned to accept another job, the daughter was hired by Family Education and became a very effective home visitors. Her husband, the baby's father, stayed in the program with his son.

The baby was tested first when he was seven months old. His MDI was 136. The next Bayley was administered when he was eleven months and his score was 137. His final Bayley was given when he was one year three months and his score was 126.

The home visitor mentioned earlier who "didn't believe a word" had two daughters who entered the program in August 1973. Their grandmother was their caretaker and received the program from another home visitor. The mother of the children also worked with them, trying out ideas not only to use with them but with the other children with whom she was working. She was an outstanding home visitor and the families she worked with did remarkably well.

By the time the testing began, she had another child in the program, a boy who was enrolled in August 1974 when he was a few days old. He was first tested with the Bayley when he was six months old. His MDI was 150. Tested again at eleven months his score was 147. His final test was given when he was one year and four months and the score was 133.

The older daughter was tested wtih the McCarthy when she was three years and four months, her score was 112. On a Leiter given the same day, her score was 127. She was given the Leiter again for months later and her score was 125. Her last test was a McCarthy administered when she was four years and ten months and her score was 115.

The testing of the younger daughter was of particular interest because she was one of the few children to be tested with all three instruments, Bayley, McCarthy, and Leiter. She received two Bayleys, one when she was two years and two months and another when she was two years and six months. On both of these her MDI was 133. She was given a McCarthy when she was two years and seven months and her score was 128. Her next McCarthy was given at two years and eleven months with a score of 139. Her final test was a Leiter given at three years. Her score on this was 144.

Many home visitors did not have children in the program but they were as proud as parents at the progress made by the children they worked with. By the end of the project the home visitors believed, even more than the parents in the effectiveness of early education. Family Education was no longer just another job. Nor was it just another program. Many felt that it became a part of their lifestyle.

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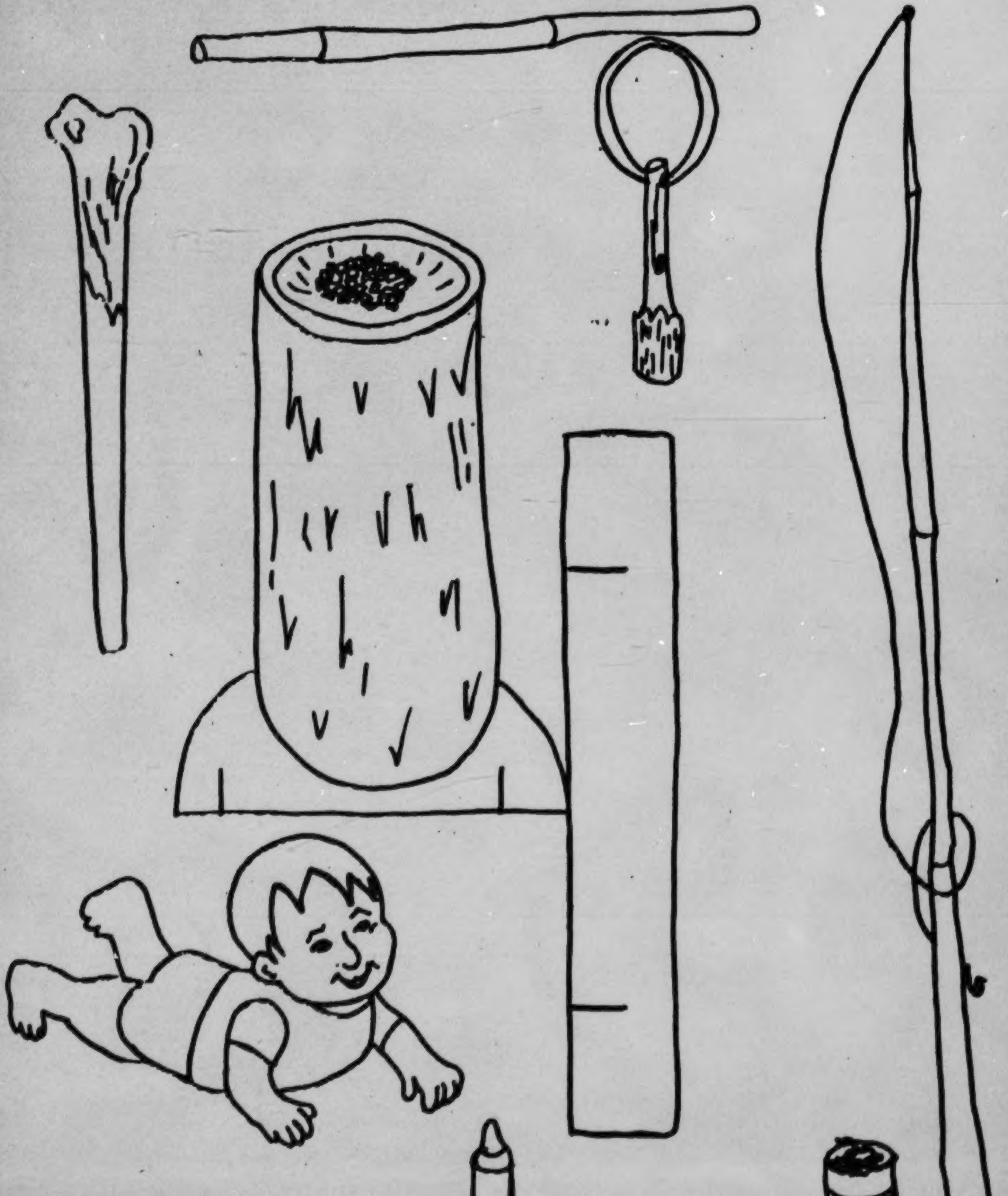

THE APPENDIX

Appendix A. Choctaw Home Visitor's Report

211

1							4	7	0	0	0	1 15

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

DATE ____________ 16 20

HOME VISITOR ____________

NAME OF CHILD ____________ 21

DATE OF BIRTH ____________

PARENT'S NAMES ____________

COMMUNITY ____________

PERSON RECEIVING PROGRAM ____________

RELATIONSHIP TO CHILD ____________

Instructions for Scoring

In order to report how much of a task is done by the home visitor, the mother, and the child, please use the following scoring categories:

Does nothing = 1

Does part = 2

Does most or all = 3

196

For example, if the home visitor does part of the task, the mother does all, and the child does nothing, score 2 under "What the Home Visitor Does," score 3 under "What the mother Does,"and score 1 under "What the child Does."

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What child Does	Score
SENSORY STIMULATION A. Sight	Use example from lesson plan	Use example from lesson plan	2	Use example from lesson plan	3	Use example from lesson plan	1

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
I. SENSORY STIMULATION A. Sight			☐		☐		☐
B. Sound			☐		☐		☐
C. Touch			☐		☐		☐
D. Taste			☐		☐		☐
E. Smell			☐		☐		☐

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
II. SKILL DEVELOPMENT F. Language							
G. Personal and Social							
H. Motor Skills - Gross							
I. Motor Skills - Fine							

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
III. CONCEPT FORMATION J. Color							
K. Shape							
L. Size (big, little, etc.)							
M. Number							
N. Position (on, in, etc.)							
O. Texture							
P. Contrast (same-different)							
Q. Distance (near-far)							
R. Other							

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

(58) Did you make a home assignment last week? Yes ____1 No ____2

Score last week's home assignment here:

Developmental Areas	Toys and Materials	What Mother Does	Score	What Child Does	Score
59 62			(63)		(64)

Describe New Home Assignment here:

Developmental Areas	Toys and Materials	What Mother Does	What Child Does
65 68			

200

(69) Is the new home assignment the same as last week? Yes ____1 No ____2

(70) How long did this visit last?
1____less than 15 minutes
2____15-29 minutes
3____30-59 minutes
4____1 hour to less than 1-½ hours
5____1-1/2 hours or more

(71) During this visit, did the mother
1____keep up her interest during the whole visit?
2____keep up her interest during most of the visit?
3____lost interest early in the visit?

(72) Were there persons besides the mother and child present at this visit? Yes ____1 No____2

220

Comments: ____________________

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Appendix B. Modified Caldwell Home Inventory

								4	1	0		0	1				
1									10								18

CALDWELL HOME INVENTORY

Name of Child	(16) Sex	(17,18) Age (Months)	Date of Birth
1			
2			
3			
4			

Parents' Names ____________ (19,20) ☐☐

Address ____________

Parent Trainer ____________ (21) ☐

Caregiver ____________ (22) ☐

Person Interviewed ____________ (23) ☐

Date of Interview ____________ (24-26) ☐☐☐

Health Status

(27) Child-1	Good ______ [1]	Poor ______ [2]
Child-2	Good ______	Poor ______
Child-3	Good ______	Poor ______
Child-4	Good ______	Poor ______
(28) Mother	Good ______ [1]	Poor ______ [2]
(29) Caregiver	Good ______ [1]	Poor ______ [2]

Comments about health ____________

---

(30) Type of Dwelling (check one)

Room ______ [1] House ______ [2] Apartment ______ [3]

(31) Number of rooms (circle one)

1 2 3 4 5 6 or more

(32) How long has family lived at present address? (check one)

Less than 1 year ______ [1]
1 or 2 years ______ [2]
3 or 4 years ______ [3]
5 or 6 years ______ [4]
7 or 8 years ______ [5]
9 or 10 years ______ [6]
More than 10 years ______ [7]

(33) How many places has the family lived in the past five years? (circle one)

1 2 3 4 5 6 or more

---

(34) Cooperativeness of person Interviewed (circle appropriate rating)

1 2 3 4 5 6 7 8 9
(-) uncooperative cooperative (+)

I. EMOTIONAL AND VERBAL RESPONSIVITY OF MOTHER	YES [1]	NO [2]
1. Mother spontaneously vocalizes to child at least twice during visit (excluding scolding). (Did the mother speak to the child at least two times during the visit? Do not count scolding or answering his questions.) (35)		
2. Mother responds to child's vocalizations with a verbal response. (When the child speaks to the mother does she speak back?) (36)		
3. Mother tells child the name of some object during visit or says name of person or object in a "teaching" style. (Did the mother tell the child the name of some person or thing in a "teaching" style?) (37)		
4. Mother's speech is distinct, clear, and audible. (Can you understand the mother easily when she talks to you?) (38)		
5. Mother initiates verbal interchanges with observer--asks questions, makes spontaneous comments. (Does the mother start a conversation with you? Does she ask questions or tell you things without being asked?) (39)		
6. Mother expresses ideas freely and easily and uses statements of appropriate length for conversation (e.g., gives more than brief answers). (Does she answer more than just "yes" or "no"?) (40)		
*7. Mother permits child occasionally to engage in "messy" types of play. (Ask the mother if she lets the child sometimes play with "messy" things like mud, paints, water or even food.) (41)		
8. Mother spontaneously praises child's qualities or behavior twice during visit. (Does the mother, without being asked, tell you nice things about the child?) (42)		
9. When speaking of or to child, mother's voice conveys positive feelings. (When the mother talks to the child, or says something about him, does her voice sound like she likes him?) (43)		
10. Mother caresses or kisses the child at least once during the visit. (Did the mother pat, hug or kiss the child at least once during the visit?) (44)		
11. Mother shows some positive emotional responses to praise of child offered by visitor. (When you say something nice about the child does the mother seem pleased?) (45)		
SUBSCORE-I		

II. AVOIDANCE OF RESTRICTION AND PUNISHMENT	YES [1]	NO [2]
12. Mother does not shout at child during visit. (If mother did NOT shout at child, score "yes".) (46)		
13. Mother doesn't express overt annoyance with or hostility toward child.(Did the mother seem to feel anger or dislike for the child? If she did NOT, score "yes".) (47)		
14. Mother neither slaps nor spanks child during the visit. (If mother did NOT slap or spank the child, score "yes".) (48)		
*15. Mother reports that no more than one instance of physical punishment occurred during the past week. (Ask the mother if she had to spank or punish the child physically more than once during the past week. If she did NOT, score "yes".) (49)		
16. Mother does not scold or derogate child during visit. (If mother did NOT scold or shame the child, score "yes".) (50)		
17. Mother does not interfere with child's actions or restrict child's movements more than three times during the visit. (Did the mother stop the child from doing something more than 3 times during visit? If she did NOT, score "yes".) (51)		
18. At least ten books are present and visible. (Does the family have 10 books?) (52)		
19. Family has a pet. (A pet can be any animal that the child can play with, pet, feed or help take care of.) (53)		
SUBSCORE-II		

III. ORGANIZATION OF PHYSICAL AND TEMPORAL ENVIRONMENT	YES [1]	NO [2]
20. When a mother is away, care is provided by one of three regular substitutes. (54)		
21. Someone takes child into grocery store at least once a week. (55)		
22. Child gets out of house at least four times a week. (Score "yes" even if it is only out into the yard.) (56)		
23. Child is taken regularly to doctor's office or clinic. ("Regularly" depends on age of child - about once a month for babies up to 8 or 9 months old and every 6 months or a year for children older.) (57)		
*24. Child has a special place in which to keep his toys and "treasures". (This can be a box, a sack, or basket, a drawer and may be shared with brothers or sisters. The important thing is that the child can get the toys without help.) (58)		
25. Child's play environment appears safe and free of hazards. (59)		
SUBSCORE-III		

IV. PROVISION OF APPROPRIATE PLAY MATERIALS	YES [1]	NO [2]
26. Child has some muscle activity toys and equipment (e.g., crib gym, ball, rocking horse, jump seat, swing, stroller, walker, kiddie car, scooter or tricycle). (60)		
27. Child has push or pull toy (e.g., toy lawn mower, corn-popper, Molly Moo cow, wagon, etc., anything pulled or pushed by a string or handle). (61)		
28. Child has stroller or walker, kiddie car, scooter or tricycle. (Does the child have a toy with wheels that he can ride on? These can be some of the same ones in #26.) (62)		
29. Mother provides toys or interesting activities for child during interview. (Did the mother make an effort to give the child something interesting to do or to play with while she talked to you?) (63)		
30. Provides learning equipment appropriate to age--cuddly toy or role-playing toys. (Does the child have a cuddly animal or some role-playing toy? A role-playing toy is one that stimulates imagination or make believe - like playing house or school or dressing up.) (64)		
31. Provides learning equipment appropriate to age--mobile, table & chairs, high chair, play pen. (Does the child have learning equipment suitable for his age? This means equipment like high chair, table & chair, playpen, etc., and not toys.) (65)		
32. Provides eye-hand coordination toys--items to go in and out of receptacle, fit together toys, beads. (Does the child have eye-hand coordination toys - fit together toys, beads to string, etc. The child should not be able to move around while playing with this toy.) (66)		
33. Provides eye-hand coordination toys that permit combinations--stacking, or nesting toys, blocks or building toys. (Does the child have eye-hand coordination toys that permit combination, stacking or nesting toys, blocks or building toys? This is similar to #32. The important thing in this question is combination. Good examples are Nuts & Bolts, Tinker toys, Lincoln logs, etc.) (67)		
34. Provides toys for literature and music (books, records, toy musical instruments, etc.). (For a "yes" answer, the child should have at least one book and one musical toy.) (68)		
SUBSCORE-IV		

V.	MATERNAL INVOLVEMENT WITH CHILD	YES [1]	NO [2]
35.	Mother tends to keep child within visual range and to look at him often. (Does the mother keep the child where she can see him and look at him often?) (69)		
36.	Mother "talks" to child while doing her work. (Does she find ways to include him in what she is doing either by talking to him directly or by talking about the things she is doing.) (70)		
37.	Mother consciously encourages developmental advances. (Does the mother find ways to help her child learn like encouraging him to crawl, letting him try to feed himself, teaching him to play patty-cake, etc.?) (71)		
38.	Mother invests "maturing" toys with value via her attention. (Does the mother show the child how to play with toys? Does she play with him or talk about the toy to him and seem interested in what he does with it?) (72)		
39.	Mother structures child's play periods. (Does the mother provide things for the child to play with and make suggestions for things for him to do?) (73)		
40.	Mother provides toys that challenge child to develop new skills. (Does the mother provide toys or materials that challenge her child to further development? Does she seem to know what things interest her child and what things he can do?) (74)		
	SUBSCORE-V		

VI.	OPPORTUNITIES FOR VARIETY IN DAILY STIMULATION		YES [1]	NO [2]
41.	Father provides some caretaking every day. (If the child has no father, this can be a grandfather, uncle or friend as long as he takes care of the child sometime every day.)	(75)		
42.	Mother reads stories at least three times weekly. (Does the mother, or someone, read to the child at least 3 times a week?)	(76)		
43.	Child eats at least one meal per day with mother and father. (Again, this can be a father substitute as long as the child eats one meal a day with him. If there is no father or father substitute, score "no".)	(77)		
44.	Family visits or receives visits from relatives.	(78)		
45.	Child has three or more books of his own.	(79)		
		SUBSCORE-VI		

[Dup 1-13, 14 = 2, Dup 15-34]

	YES [1]	NO [2]
1. Was the television on when you entered the house? (35)		
2. IF YES to #1, did the mother turn off the television when you began your work? (36)		
3. IF YES to #1, was the television allowed to remain on for the majority of your time in the home? (37)		
4. IF NO to #1, did the mother turn the television on at the beginning or during your work? (38)		

(39,40) Subscore I ________

(41) Subscore II ________

(42) Subscore III ________

(43) Subscore IV ________

(44) Subscore V ________

(45) Subscore VI ________

(46,47) TOTAL SCORE ________

Appendix C. Parent trainer workshop

CHOCTAW HOME -CENTERED FAMILY EDUCATION DEMONSTRATION PROJECT (OCD-CB-158)

Parent-Trainer Workshop
January 15-26, 1973

Monday, Jan. 15

Comments, Introduction, Implementation - - - - - - - - - Jim Baker
Project Director

Rationale for a Home-Visiting Program - - - - - - - - - Georgiana Hammett
ECD

Living Conditions That Influence Learning- - - - - - - Gloria York
ECD

Briefing for Home-Visit - - - - - - - - - - - - - - - - Gloria York
ECD

Home Visits (2 P/Ts to each Home) - - - - - - - - - - - Gloria York
Betty York

Evaluation of Home-Visit - - - - - - - - - - - - - - - - ECDs & P/Ts

Tuesday, Jan. 16

Provisions Recommended for Infant Development - - - - DARCEE

Film: Rock-A-Bye-Baby - - - - - - - - - - - - - - - -

Developmental Areas & Stages - - - - - - - - - - - - - - DARCEE

Introduction of Denver Developmental Scale - - - - - - DARCEE

Demonstration of Denver - - - - - - - - - - - - - - - - ECDs

Wednesday, Jan. 17

Teaching Mothers to Teach - - - - - - - - - - - - - - - DARCEE

Apptitudes & Skills - - - - - - - - - - - - - - - - - - DARCEE

How Children Learn - - - - - - - - - - - - - - - - - - - Georgiana Hammett

Practicum: Home Visit (2 trainers to each home) - - - - - Betty York
Georgiana Hammett

Evaluation in Terms of Denver Developmental Areas, & Stages, Skills & Teaching Methods - - - - - - - - - - - - ECD's & P/T's

Thursday, Jan. 18

How to Play with a Baby- Gloria York

Use of Ordinary Routine as Teaching Experience - - - - - - Georgiana Hammett

Practicum: Home Visit & Demonstration Denver - - - - - - ECD's

Evaluation - ECD's & P/T's

Workshop Demonstration of Home Made Toys - - - - - - - - - - Betty York
Gloria York

Commercial Toys- Georgiana Hammett

Friday, Jan. 19

Bilingual Children - Calvin Isaac

Language Development - Gloria York

Bilingual Education - Delton Cox
Ed. Planner

Language Development Materials Workshop - - - - - - - - - - ECD's

Review of Week - Staff

Assignment: Give a Denver - - - - - - - - - - - - - - - - - - Parent Trainers

Monday, Jan. 22

Teaching 3 & 4 year olds - - - - - - - - - - - - - - - - - - Steve Maurer
Head Start Director

Teaching Older Children - - - - - - - - - - - - - - - - - - - Christine Jarrell
Follow Through Director

Practicum: Home Visits, Denver Evaluation - - - - - - - - - ECD's

Tuesday, Jan. 23

Practicum: P/T give Denvers at H.S. - - - - - - - - - - - P/T & Staff

Evaluation - P/T & Staff

Children with Handicaps - - - - - - - - - - - - - - - - - Supportive Services

Wednesday, Jan. 24

Overview of Home Visiting Program - - - - - - - - - - - ECD's

Practicum - P/T & ECD's
(Discussion in terms of Goals)

Orientation to Tribal Programs - - - - - - - - - - - - - Program Supervisors

Thursday, Jan. 25

Concept Formation - Hammett

Materials Workshop - Staff

Practicum: Home Visits Evaluation in terms of
Concept Formation - - - - - - - - - - - - - - - - - - - ECD's

Friday, Jan. 26

Review of Theory - Staff

Review of Materials, Forms, etc. - - - - - - - - - - - - Staff

Appendix D. Choctaw Parent Evaluation, Attitude, And Knowledge Questionnaire

Čišno Akoš Na toksali Pą Nafihnaką Iklanaka Čiya

Nana Išanokfilih,

Hiča

Nana Išikkana Yat

Įsalit Nafihna.

Ittiyakayači Nana Ikkana Čįkat Naponaklo Kanohmiką Ponaklo Hapinnah

Nana Išanokfili, Ikkana Yomiką, Naponaklo Kanohmikat Kallokma Kanohmikat

Ikklallo Hikakǫ Anǫpa Falamaya Momit Afalamiči Okla Illahnikiyoh.

Hikiya A pisa Akinih.

Nana Fihna Išmihči Hinakato Anǫpa Falama Išaličit Mihči Banat Išpisakma.

Naponaklo Nafihna Yakomi Akǫ Anǫpa Falamaya Afalamači Hapinnatok.

Q. Natah hǫ na annowa pa ištmihčačih?

A. Mikoyą Apilačį atoksali įna annowa yat lawa kanohmihǫš čimonakma

A. Mikoyą imanolači nana annowa himákma činakma.

Q. Kani annowa Hičikiyo Akinihǫ?

A. Ą

Because you are the center of this very important program,

what you think,

what you feel, and

what you know

are very important.

In order to find out about

what you think, feel and know,

we need to ask some questions.

Some of our questions are easy,

some are hard, and we do not

expect that you will know

all the answers. But that's ok.

The most important thing you can do

is try to answer them

as best you can.

Here are some important questions which we have tried to answer.

Q. What will the information be used for?

A. (1) To help the director find out how much of the project information is reaching you.

A. (2) To tell the director what more information you need.

Q. Will it be kept confidential?

A. Yes.

CHOCTAW PARENT EVALUATION OF FAMILY EDUCATION

Name of Parent: ______________________________ Community ____________

Name of Child or ______________________________ Age: ____________

Children ______________________________ Age: ____________

Home Visitor's Name: ______________________________ Date: ____________

This evaluation was scored by:
a. Parents ☐
b. Administrative Assistant who read it ☐

How do you feel about the Family Education Program.

Please check the one answer for each statement that best tells how you feel about Family Education.

YOUR OPINION
ABOUT FAMILY EDUCATION

	Yes I agree	I'm not sure	No, I do not agree
1. Ičokka ayabači pat haši kanali lawakat atapahǫ amalla sabataklačičih.	☐	☐	☐
2. Amalla immaką išalit ayikanali įčokka abači atoktaklanah.	☐	☐	☐
3. Ąčokka nowa yat nana miči apisatoką amallayat ahačit ahalaya.	☐	☐	☐
4. Alla yat himakma ahmattakmat cokka inowa ya ikisi ahnilinah.	☐	☐	☐
5. Ąčokka nowa yat nana apisayą sapilaci nanahǫ kaničihoš išt atta ikkanalihǫ amalla imbačili hiča ibawašholali yohmi.	☐	☐	☐
6. Ičokka ayabači atoktaklana amalla yat holisso apisayą nana mičikat išaliči amahowa.	☐	☐	☐
7. Amahowaką ąčokka nowayat tąksali ačokma miči anǫ hiča amalla itoklo pibatǫksalikat.	☐	☐	☐
8. Ąkana yat allą osi imatakma įčokka ayabačiya išit pisa imačilinah.	☐	☐	☐
9. Akostiničilika na ponaklo amonopa falma pat hiča amalla į išt apisa lokowa yat įčokka ayabaciya išaličit išt ačokmali hičį.	☐	☐	☐
10. Ičokka ayabači pat tahakmakǫ ačokka atoka mičiliči įčokka nowa yat ikšomakǫ.	☐	☐	☐

YOUR OPINIONS
ABOUT FAMILY EDUCATION

		Yes I agree	I'm not sure	No, I do not agree
1.	This Home Teaching requires me to spend too much time with my children.	☐	☐	☐
2.	I know more about my child (children) because of the Home Teaching.	☐	☐	☐
3.	My Home Visitor plans things to do which my child finds interesting.	☐	☐	☐
4.	If I had another child, I would want him or her to also have a Home Visitor.	☐	☐	☐
5.	My Home Visitor helps me plan things to do which I know how to use when working and playing with my child.	☐	☐	☐
6.	I think my child will be able to do better in school because of the Home Teaching.	☐	☐	☐
7.	I think my Home Visitor is doing great job working with me and my child.	☐	☐	☐
8.	If my friend has a baby, I will tell her to try the Home Teaching.	☐	☐	☐
9.	I understand that my answers to all these questions and my child's test scores will be used to make the Home Teaching program better.	☐	☐	☐
10.	I will be able to do the home assignments without the Home Visitor after the Home Teaching ends.	☐	☐	☐

YOUR OPINIONS
about
PARENTHOOD

How do you feel about parents and the job of being a parent?

Please check the one answer for each statement that best tells how you feel about parenthood.

	Yes, I agree	I am Not sure	No, I Disagree
1. Ikki įški yat allayą hattak nana imponna įmabači hina.	☐	☐	☐
2. Okla yat allaya kaničči hoš wači hinaka ikkanat tahak makoš alla yat imayana tok.	☐	☐	☐
3. Įkki hiča iški ittatot ittilawiči hoš allayą hofątači hina tok.	☐	☐	☐
4. Įkki iški monačohmikat nana micinakat ikkana įmalla yat išt afikommikma.	☐	☐	☐
5. Ačokmakat įšali čokka ąčoffa ašaya hattak akoš tǫksalina ohoyo akoš čokka atakma.	☐	☐	☐
6. Allayą įkki iški yat ittatot aswa kiyohmako alla yat acokmahos asanohina.	☐	☐	☐
7. Ohoyo at atǫksali iši himakoš iški ačokma moma hina.	☐	☐	☐
8. Hattak hiča ohǫyo ilapilą yat allaya ilawilit asanoči hina.	☐	☐	☐
9. Ikanomi, imafo, ipokni, imoši, hiča ihǫkni ayinakat apilači hina tok alla hofątačiya	☐	☐	☐
10. Okla yat isalicit ikkanana įkki iški tobayą.	☐	☐	☐

YOUR OPINIONS
about
PARENTHOOD

How do you feel about parents and the job of being a parent?

Please check the one answer for each statement that best tells how you feel about parenthood.

	Yes, I agree	I am Not sure	No, I disagree
1. Parents can teach a child to be a smart person.	☐	☐	☐
2. People should have children only after they know a lot about raising children.	☐	☐	☐
3. Fathers and mothers should each take an equal part in raising their children.	☐	☐	☐
4. Most parents know the right thing to do when their children act up.	☐	☐	☐
5. It is better for the family when the father works and the mother stays at home.	☐	☐	☐
6. Children whose parents do not live together can still grow up to be good.	☐	☐	☐
7. A woman can have a job and still be a good mother.	☐	☐	☐
8. A single (unmarried) man or woman should be allowed to be a foster parent.	☐	☐	☐
9. Relatives, like grandparents, uncles, and aunts, should help raise children.	☐	☐	☐
10. People can learn to be better parents.	☐	☐	☐

YOUR OPINIONS
about
CHILDREN

What's your opinion?

Several opinions are listed here. Please check the one answer for each statement that best tells how you feel about your children.

	Yes I agree	I am not sure	No, I disagree
1. Alla yat nana ilapini ilimičiya̱ mičit ikkana tok.	☐	☐	☐
2. Alla yat ačokma.	☐	☐	☐
3. Allaya̱ ibaya̱takat amačokma.	☐	☐	☐
4. Čahta alla yat čahta ayaša illaho̱ ahofa̱ta hina tok.	☐	☐	☐
5. Čahta alla yat alla i̱laka ikholbo.	☐	☐	☐
6. Alla yat hopo̱ni, aboha askači, na čifa hica na to̱ksali i̱la čokka afo̱lotaka̱ okla itti̱kašapah hi̱na tok.	☐	☐	☐
7. Alla yat nana ačokmaya̱ ikkana wašoha kat.	☐	☐	☐
8. Alla nakni, all tik ittatoklokat a powakmat ittimila atokoš alla nakni yat ist afikommikat alla tik ittimila.	☐	☐	☐
9. Čokka ačoffa ašayat na apisa ikibiya allaya iponaklo hina tok apilaya̱.	☐	☐	☐
10. Alla yat nana mičina akostiničičika̱ ikkallo kiyo.	☐	☐	☐

YOUR OPINIONS about CHILDREN

What's your opinion?

Several opinions are listed here. Please check the one answer for each statement that best tells how you feel about children.

		Yes I agree	I am not sure	No, I disagree
1.	Children need to learn to do things for themselves.	☐	☐	☐
2.	Children are good.	☐	☐	☐
3.	I like to be around children.	☐	☐	☐
4.	Choctaw children should be raised only in a Choctaw community.	☐	☐	☐
5.	Choctaw children are different from other children.	☐	☐	☐
6.	Children should share in the cooking, housework, laundry and other work around the home.	☐	☐	☐
7.	Children learn useful things by playing.	☐	☐	☐
8.	Boys act different from girls because they are different when they are born.	☐	☐	☐
9.	Children should be asked to help in family decision making.	☐	☐	☐
10.	It is very difficult to understand why children do the things they do.	☐	☐	☐

WHAT
CAN YOU DO?

Right now, how well do you feel you can do the following things?

	Very well	I'm not sure	Not very well
1. Alla osiyą yopiči.	☐	☐	☐
2. Allayą imapisa nanahǫ mičikat ačokmaniką.	☐	☐	☐
3. Alla lokoliyą imikoyoš ąttah.	☐	☐	☐
4. Alla yat išt afikommikma ačokmat imalamihoh.	☐	☐	☐
5. Allayą imabači afommi kanohmikmą nana okla ikkana hinakma.	☐	☐	☐
6. Ahhaahnit išt ąya alla abikayą.	☐	☐	☐
7. Ilimppa alla, alla osi yomikat apačihoką ałpisa įtokočit ayowa hina tok.	☐	☐	☐
8. Allayą aboha ayopianowayą ikkanači.	☐	☐	☐

WHAT
CAN YOU DO?

Right now, how well do you feel you can do the following things?

	Very well	I'm not sure	Not very well
1. Give a baby a bath.	☐	☐	☐
2. Plan things for children to do which they would like to do.	☐	☐	☐
3. Be in charge of a group of children.	☐	☐	☐
4. Correctly handle a situation when a child acts up.	☐	☐	☐
5. Teach children at certain ages those things they are able to learn.	☐	☐	☐
6. Take care of a sick child.	☐	☐	☐
7. Select the right kinds of food to feed babies and children.	☐	☐	☐
8. Toilet train children.	☐	☐	☐

BABY BEHAVIOR

What do yout think babies can do at different ages? Listed below are some baby behaviors. At what ages are each of these behaviors most likely to first occur. Place a check mark in the appropriate column for each behavior.

BEHAVIORS	0-3 Months	4-6 Months	7-12 Months	1-2 Years	2-3 Years	3-5 Years
1. Či ibak hiča iyi įkalaha ayina ǫbalali.						
2. Illihallit Iliwakačit hikiya						
3. Balili						
4. Tricycles Ǫbinili						
5. Ilapilahoš atoya nowat aba iya hiča akka iya yomi						
6. Nana Hočifo						
7. Nana Pisa Hokakos ona banna kiyo.						
8. Nana hokli čikostitaklaka						
9. Anopa ittačaka "Okasa Banna" "Koča Iya" "Išt iya Banna"						
10. Kotoba Hokli						
11. Ilapilahoš Hikiya						
12. Anopa tuččina anǫpoli						

BABY BEHAVIOR

What do you think babies can do at different ages? Listed below are some baby behaviors. At what ages are each of these behaviors most likely to first occur. Place a check mark in the appropriate column for each behavior.

BEHAVIORS	0-3 Months	4-6 Months	7-12 Months	1-2 Years	2-3 Years	3-5 Years
1. Crawls on hands and knees						
2. Pulls up to a standing position						
3. Runs.						
4. Rides a tricycle.						
5. Walks up and down stairs alone						
6. Names objects.						
7. Stares at objects but does not reach for them						
8. Holds objects for a few moments.						
9. Combines words-for example "want water", "go outside", "want carried."						
10. Holds bottle.						
11. Stands alone.						
12. Says 3 word sentences.						

BEHAVIORS	0-3 Months	4-6 Months	7-12 Months	1-2 Years	2-3 Years	3-5 Years
13. Hočifo ilihoćifo						
14. Nana išt ona ibak toklot						
15. Ikkana anǫpa tałipa tałłpih						
16. Holbatoba holisso sokko anoka pisa ačokmani hoś.						

BEHAVIORS	0-3 Months	4-6 Months	7-12 Months	1-2 Years	2-3 Years	3-5 Years
13. Refers to self by name						
14. Reaches for objects with 2 hands						
15. Knows five hundred words						
16. Looks at pictures in book with interest.						

Appendix E. Bayley Verbal Items

BAYLEY VERBAL ITEMS USED IN THE VERBAL VERSUS NON-VERBAL ANALYSIS ARRANGED BY SITUATION CODES

G^3: Vocalizations and words

55 Vocalizes attitudes
79 Vocalizes 4 different syllables
85 Says "da-da" or equivalent
101 Jabbers expressively
113 Says 2 words
127 Uses words to make wants known
136 Sentence of 2 words

N: Verbal comprehension

84 Listens selectively to familiar words
89 Responds to verbal request
106 Imitates words
117 Shows shoes or other clothing, or own toy

T: Naming objects (ball, watch, pencil, scissors, cup)

124 Names 1 object
138 Names 2 objects
146 Names 3 objects

V: Naming and pointing to pictures

130 Names 1 picture
132 Points to 3 pictures
139 Points to 5 pictures
141 Names 3 pictures
148 Points to 7 pictures
149 Names 5 pictures

X: Discriminates objects

144 Discriminates 2: cup, plate, box
152 Discriminates 3: cup, plate, box

Y: Incomplete watch

145	Names watch, 4th picture
150	Names watch, 2nd picture

Z: Prepositions

158	Understands 2 prepositions
163	Understands 3 prepositions

Appendix F. Choctaw Parent Report And Manual

THE CHOCTAW FAMILY EDUCATION PARENT'S REPORT

ITS RATIONALE, STRUCTURE, AND USE

Prepared by: Pat Quigley, Ph.D
Director of the Choctaw
Family Education Project
January, 1975

CONTENTS

A. Rationale

B. Structure
    1.0 Identifying Information
    2.0 "I will do","My Child will Do".
    3.0 The Daily Report
    4.0 Score

C. Use

D. A Sample of a Parent's Report

CHOCTAW FAMILY EDUCATION
PARENT'S REPORT

DATE ______________________________

Name of Child ______________________

Parent's Name ______________________

Community __________________________

Home Visitor _______________________

I will do ____

____

My child will do ____

____

Today my child did (Mark ONE of the boxes EACH DAY):

		Does Nothing	Does Part	Does Most or all
Day 1	○	☹	😐	☺
Day 2	◔	☹	😐	☺
Day 3	◔	☹	😐	☺
Day 4	◑	☹	😐	☺
Day 5	◕	☹	😐	☺
Day 6	◕	☹	😐	☺
Day 7	●	☹	😐	☺
		☐ (73)	☐ (74)	☐ (75)

THANK YOU!

A. Rationale

In the Choctaw Family Education Demonstration Project, the parents are, as they always have been, the teachers for the project children. It is the objective of the Home Visitors to work with the parents in developing a series of activities for each child in the home. Since the parent is the teacher, it is important to get the parent's evaluation of the child's daily progress. In most cases the Home Visitor is only able to see each child once a week for about an hour. If we were to limit our activities in teaching the child to one hour a week, we would be able to demonstrate very little progress being made. So it is necessary to have the parent assume a teaching role with the children.

Any program that involves the lives of children must be continuously evaluated to be sure that the child's development is proceeding in the right direction. The children in the Family Education Project are at home and their parents are the teachers. In this case, the parents should be the ones able to evaluate their child's daily growth in the project. For this reason, you are being asked to keep a simple record of your child's daily progress with the home assignments which your Home Visitor has shown you during her weekly visits.

Your use of the parent's report will help your child in many ways. First, the report will be used by yourself and the Home Visitor to find out the educational needs for each child regardless of his age. Second, the changes in home assignments will be based upon each child's development as you report it to us. Third, if your child is making little progress with the home assignment, we can use your report to tell us when the activities we suggest are of little or no value to your child.

Fourth, and most important, you will be able to witness your child's progress with the home assignments from day-to-day. As you watch the progress, your ability to influence your child's development will become better and better. Thus the activities which you and the Home Visitor plan for your child will be better selected to help your child learn more. By now you should know that it is only by the progress that each of your children make that the Family Education program may be called a good project.

B. Structure

The structure of the Choctaw Family Education Parents Report is similar to Choctaw Family Education Home Visitors Report. We have constructed each report similarly so that the Home Visitor and Parents may plan instruction around the same activities and materials. The Home Visitors Report permits the Home Visitor to identify the specific home assignments to be made. The Parents Report will contain the same information; however, it will be used on a daily basis with each child.

1.0 Identifying Information

The blanks on the top of the parent report tells us who is keeping the information and who the Home Visitor is.

CHOCTAW FAMILY EDUCATION
PARENT'S REPORT

Date ______________________________

Name of child ______________________________

Parent's Name ______________________________

Community ______________________________

Home Visitor ______________________________

If there is more than one child in the same family, then a separate parent's report and home assignment should be made for each child.

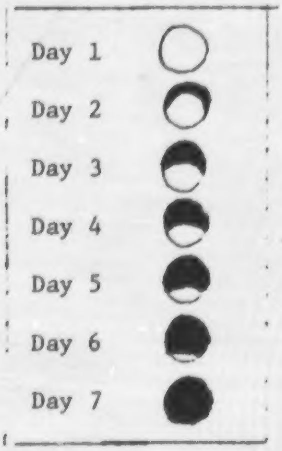
2.0 "I Will Do, "My Child Will Do".

The Home Visitor will demonstrate an activity and the use of materials for the parent to use with the child. It is the Home Visitor's job to fill in the information under the space entitles. "I will do", this should describe the activities and use of materials for the parents. Under the space entitled, "My child will do", the Home Visitor should write in how the child is expected to respond to the activities and materials.

I will do ____

My child will do ____

3.0 The Daily Report



On the left hand side of the report going down the page, there are spaces provided for the seven days of the week. The days are signified in two ways: by number and by circles. The circle with no shadow is for day one. This day is the day on which the home assignment was made--when the home visitor was at the house. Day 2 or the day with a little shaded area is for the day after the home visitor was at your home to make her weekly visit. As the circles become more and more shaded, we are getting further from the day of the last home visit and closer to the next weekly visit.Day 7 is the circle which is completely darkened is for day before the next weekly visit of your home visitor.

4.0 Score

The boxes on the report which contain the faces are provided by each day of the week so that you can mark how well your child did with the home assignment each day.

Today my child did (Mark ONE of the boxes EACH DAY):

Does Nothing	Does Part	Does Most or All
☹	😐	☺

Thus for each day that you practice the home assignment with your child, you should mark one of the three faces for that day. If the child was able to do all or most of the home assignment with you, then you put a mark on the smiling face. If the child could only do it some of the time, then you would put a mark in the middle box. If the child could do very little of the home assignment, then you would put a mark in the box with the sad face. You should only use one set of faces for each day of the week. If on some day of the week you are too busy to perform the home assignment with your child, then you should not mark any of the faces for that day. Then you would go on to the next day and mark the faces when you had a chance to do the home assignment.

C. Use

Once the interested parent had said that he or she will fill out or keep the Parent's Report, then a new Parent's Report for each child in the family should be given to the parent by the Home Visitor. The Parent's Report will then be collected at the beginning of the next home visit and will be discussed by the parent and Home Visitor. The Home Visitor should look at the repot to see where most of the marks on the pages were made. If most of the marks are in the boxes containing the smiling faces, then this information should be used to tell the Home Visitor and parent that the child is ready for a new home assignment. If the report has marks only in the boxes with the sad faces, then the Home Visitor and parent should try to do the home assignment at that time trying to find out why the child was able to do very little. If the child shows little interest in the activity, then the Home Visitor and the parent should find a new activity or a new home assignment to obtain the same pbjective but in a different form. If the marks in the circle are divided among smiling faces, flat faces, and sad faces, the parent and Home Visitor should perform the home assignment with the child and decide whether a new activity is necessary. It is a good practice even when the child performs the task well according to the parent for the Home Visitor and parent to perform the home assignment together before changing it. To review the use of the form, it is the Home Visitor's job to fill out the top part of the form. That is, to write in the parent's name, the child's name, community, her own name, and the date. She should also write in what the mother is expected to do and what the child is expected to do. This Parent Report should contain information similar to what the Home Visitor uses on her own report. One face should be marked for each day of the week. If the parent has little time during a day to perform the home assignment with the child', then skip that day on the report and only mark the face for the next day that she has a chance to work with him. The parent report should be given to the parent by the Home Visitor during each visit. The completed report should be given back to the Home Visitor when she makes another visit. Home Visitor should attach the Parent's Report to her own Home Visitors report. Finally it should be remembered that it is not necessary for every family participating in this program to keep the Parent's Report. The parent should only be asked to fill out the report when he or she feels ready. As was mentioned earlier, the success of the program will only be in terms of the parent's participation. For this reason, it is strongly suggested that all parents should be encouraged to keep these reports on their children between home visits.

D. A SAMPLE OF A PARENT'S REPORT

On the following page you will find a copy of a Parent's Report with the information completed. This is only a sample copy of the report and your reports do not have to look like this. On the top of the report the names of the parents, child, and Home Visitor are written in already. The date on which the home assignment was made is recorded as the date on the parent's report. On this report Home Visitor has written in the home assignment for the week. In the space marked, "I will do", the Home Visitor has written in that the parent will put a shirt with buttons on the child. In the space marked "My child will do", the Home Visitor has written in "unbutton and button the shirt as I showed her". So the task for the child is to be able to button and unbutton a shirt. As the task

CHOCTAW FAMILY EDUCATION
PARENT'S REPORT

Date 1-5-75

Name of Child Lola Jim

Parent's Name Lucy Jim

Community Pearl River

Home Visitor Vinia Sam

I will do Put a shirt with buttons on Lucy.

My child will do unbutton and button the shirt as I've shown her.

Today my child did (Mark ONE of the boxes EACH DAY):

		Does Nothing	Does Part	Does Most or All
Day 1	○	[✓ ☹]	😐	☺
Day 2	◔	☹	[✓ 😐]	☺
Day 3	◔	☹	😐	☺
Day 4	◑	[✓ ☹]	😐	☺
Day 5	◕	☹	[✓ 😐]	☺
Day 6	◕	☹	😐	[✓ ☺]
Day 7	●	☹	😐	[✓ ☺]
		☐ (73)	☐ (74)	☐ (75)

THANK YOU!

requires the use and coordination of the child's physical abilities, it is very good task using materials in the home to assist the child's motor development. The parent practiced the home assignment on the day that the home visitor came, so Day 1, or the day with the circle having no shadow, is used. For this day, the parent marked the sad face under the column of "does nothing". This means that when the Home Visitor had left, the parent decided to try the task with the child. Because the child could not unbutton and button the shirt, the parent marked the sad face. On the next day, the child did a little better. As indicated, the parent marked the flat face under the column of "does part". This means that the child could do some of the task but not all of it. On the line for Day 3 or the day with the circle almost half shaded, none of the faces are marked. This could mean that the parent had not time to work with the child or that the child was too sick to do anything but stay in bed. On Day 4 or the day with the circle half shaded, the sad face is marked. This means that the child could not unbutton or button the shirt. Perhaps, this was due to the lack of teaching on the day before. On Day 5, the flat face has been marked. This tells us that the child was again able to do part of the task. On Day 6, the smiling face is marked. The child could now unbutton and button the shirt. The same is true for Day 7 or the day with the fully darkened circle. Thus the parent, by working with the child and keeping a record on the Parent Report, was able to watch her child learn a skill which would help the child do things for herself. The teaching was started on the same day of the last home visit and was fully learned before the Home Visitor came again. At the beginning of the next weekly visit, the Home Visitor and the parent can both watch the child button and unbutton the shirt. Now a new home assignment can be made. In most cases, the Home Visitor will probably recommend a slightly more difficult task requiring many of the same skills. Thus by starting with a very simple task, we may build upon the skills to achieve more complex skills. While this development may seem very slow at times, it should be remembered that small feet can only make small steps.

Appendix G. Curriculum File

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

1 month-4 months

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
I. SENSORY STIMULATION A. Sight	Merry Go Round mobile. Made from paper plate, cardboard, animals, and ribbon.	Brings materials and helps make mobile.		Helps make mobile and hangs it so child can see it.		Will watch mobile,	
A. Sight	Paper plate Puppet face	Brings materials and helps make puppet face.		Helps make puppet and shows it to baby moving it back and forth.		Will learn to focus on face.	
A. Sight	Cradle gyn with faces Made of spools, yarn, card board, curtain, rings.	Helps mother make cradle gym		Makes gym and hangs it so child can see it and touch rings.		Looks at and reaches for cradle gym.	
A. Sight	Foot sock with face	Brings materials and helps make sock.		Make sock and put it on baby.		In playing with his feet, baby will see face.	
E.							
F.							

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

BIRTH - 6 or 8 mos.

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Sc
I. SENSORY STIMULATION A. Sight	Crib mobile	Help mother make mobile		Hang mobile where child can see it.		Watches mobile.	
A. Sight	Rattle or other toy.	Show mother how to move toy for baby to watch		While child is looking at toy, move it slowly side to side, up & down in circles		(Child on bed) Watch & follows movement o toy with eyes.	
A. Sight	NONE	Ask mother to lean over baby in bed & talk to him.		Talk & smile to baby. Then move so he can't see her.		Child will turn eyes or head to find moth	
A. Sight	Something to cover face (paper, towel, etc.)	Ask mother to play peek a-boo with baby. Demonstrate if necessary.		While child is watching covers her face, then uncovers it.		Child will look where mother's face disappeared.	
A. Sight	SAME	SAME		Covers baby's face saying "Where's baby?" Then uncovers it.		Child will laugh and or vocalize.	
A. Sight	Infant seat or pillows on bed.	Ask mother to prop baby up on bed or seat		Moves bed or seat to different places.		Child will have a wider variety of things to see.	

TAW FAMILY EDUCATION
VISITOR'S REPORT

BIRTH - 6 or 8 mos.

evelopmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
SENSORY STIMULATION A. Sight	Mirror	Ask mother to show baby himself in a mirror.		Shows baby himself in mirror and says his name.		Looks at mirror & reaches to it.	
A: Sight	NONE	Ask mother to take baby outside.		Walks around outside with baby so he can see new things.		Looks around.	
A. Sight	Pictures from magazine	Help mother cut pictures and paste on cardboard.		Hang pictures on wall so baby can see them. Change pictures often.		Child will look at pictures.	
A. Sight	Stuffed toy or covered foam blocks.	Help mother make stuffed toy or cover block.		Put toy or block in baby's bed.		He will look at and reach for toy.	
A. Sight	Spinning top	Ask mother to sit on floor & hold baby.		Mother spins top so child can watch.		Child will watch top and reach for it.	

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

6 mos. - 1 year

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does
I. SENSORY STIMULATION B. Sound	Tin can cymbals made of cardboard, juice cans, ribbon, pipe cleaners.	Helps make cymbals.		hangs cymbals so child can reach them.		Will grasp rings to bang cans together.
B. Sound	Pan with lid.	Asks mother to let child play with pan and lid.		Gives child pan with lid.		Child will bang on pan and try to put lid on.
B. Sound	Pan & wooden spoon	Asks mother to let child play with pan and spoon.		Show child how to beat rythms.		Will beat on pan with spoon. Later will be able to repeat rythms.
B. Sound	Aluminum Pie Pan symbals	Tie ribbons to pie-pans to make cymbals.		Shows child how to bang them together.		Bangs pie pan cymbals together.
B. Sound	Coffee cans Snap beads blocks cotton balls	Asks mother to:		Show child how to drop different things in can.		Will hear the different sounds, made by blocks, beads, and cotton.
B. Sound	Small bells	Asks mother to:		Tie bells to child's shoe laces		Will hear bells as he moves his feet

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

BIRTH - 6 or 8 mos.

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
I. SENSORY STIMULATION B. Sound	2 rattles	Ask mother to hold one rattle in each hand.		Rattle first one & then the other rattle.		Child will look at first one and then the other rattle.	
B. Sound	RATTLE	Ask mother to shake the rattle so baby can see it.		After baby has seen the rattle mother should hold it behind him.		See if he tries to turn to find it.	
B. Sound	Squeaky toy	Ask mother to squeeze the toy so baby can hear.		Squeak toy on one side of baby and then the other.		Baby turns to sound. Then let him have toy.	
B. Sound	Small rattle	Have mother place rattle in baby's hand.		Move baby's hand gently back & forth so he can hear the rattle		Will be able to move rattle by himself to make a noise.	
B. Sound	Musical pocket radio or TV.	Ask mother to play musical toy so child can hear it.		Let child listen. Move musical toy from one side to another.		Child will turn to music.	
B. Sound	Musical toy and small blanket or towel.	Ask mother to hold baby on her lap at the table.		Play music and let child see it. Then cover it with blanket while it is playing.		Child will try to find toy under blanket.	

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

BIRTH - 6 or 8 mos.

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
I. SENSORY STIMULATION B. Sound	NONE	Hold baby and asks mother to stand behind out of sight.		Stand behind baby & whispers his name. Then mother & H.V. change places.		Child will turn to voice. When he finds mother she takes him.	
B. Sound	SMALL BLOCKS	Gives mother two small blocks.		Bangs blocks together. Then gives them to baby.		See if child will bang blocks together.	
B. Sound	NONE	Ask mother to sing & talk to baby during the day.		Sings & talks to baby as she does things for him.		Will listen to mother and vocalize.	
B. Sound							
B. Sound							
B. Sound							

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

Birth to 6 or 8 months

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
I. SENSORY STIMULATION C. Touch	NONE	Asks mother to hold baby and touch each cheek.		Touches first one cheek and then the other.		Baby will turn his head and make sucking motion.	
C. Touch	NONE	Asks mother to hold baby, and let him hold one of her fingers.		While baby is holding her finger move his arm gently back & forth.		Will hold mother's finder as she moves as she moves itback & forth.	
C. Touch	STUFFED TOY	Helps mother make stuffed toy.		Puts toy in bed with baby.		Child will touch & feel of soft toy.	
C. Touch	RATTLE	Asks mother to touch rattle to baby's hand.		Touches rattle to baby's hand.		Baby will held rattle and put it to his mouth.	
C. Touch	Foam block covered with materials of different textures.	Helps mother cover foam block.		Rubs baby's hand over block. Then gives it to him to play with.		Will feel the block and play with it.	
C. Touch	Plastic jingle blocks	Ask mother to hold baby and let him feel of block.		Lets baby feel of block and put his fingers in the holes.		Holds block put his fingers in the holes amd shakes blocks.	

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

1 year & older

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
I. SENSORY STIMULATION C. Touch	Home made feel box	Helps mother make box to hold objects of different shapes and textures.		Has child reach in box and find somehting soft, or hard, etc.		Will find hard, soft, Smooth, rough, etc. objects.	
C. Touch	Home made touch book	Helps mother make touch book		Shows child book and lets him feel different textures.		Will look and feel book.	
C. Touch	Home made play dough	Makes, or help mother make play dough.		Shows child how to make things with play dough.		Will pat, pound, roll etc., the play dough.	
C. Touch	Pan of water Food coloring Plastic straw	Asks mother to put coloring in pan of water.		Gives child pan of colored water & shows him how to blow bubbles.		Blows bubbles and plays in the water.	
C. Touch							

Other touch activities to suggest to the mothers:

1. When she is making biscuits or cookies, let the child play with some dough
2. When there are several children, have one child close his eyes (or blindfold him) and see if he can tell who the other children are by touching their faces, hands, hair, etc.
3. Cook macroni or spaghetti, color it with food coloring and let child make designs or pictures on a paper plate.
4. Put some rice, dried beans, popcorn, raisins, etc in a box. Have child close his eyes and see if he can pick out all the rice or beans or popcorn, etc.

[illegible]
VISITOR'S REPORT

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
SENSORY STIMULATION C. Touch	Poke Box- made of flat shallow box with holes in the lid and lined with different fabrics.	Makes box and asks mother to	☐	Shows child how to poke his fingers in the holes.	☐	Will poke fingers in holes to feel different textures.	☐
C. Touch	Touch board made of cardboard with circles of different materials glued on. Other circles of matching material	Makes board and circles. Asks mother to:	☐	Have child feel and match circles and board.	☐	Will match circles to board.	☐
C. Touch			☐		☐		☐
			☐		☐		☐
			☐		☐		☐
			☐		☐		☐

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
I. SENSORY STIMULATION D. Taste	Several small jars (baby food) and different seasonings like salt, suger, etc.	Have mother place jars where child can reach them.		Opens jars & has child taste each one.		Child names seasoning.	
D. Taste	Bread, butter, cinnamon & sugar. Tea party set.	Help mother make cinnamon toast.		Show child how to spread butter on bread sprinkle cinnamon & sugar.		Child will help make toast & have a tea party with mother & H.V.	
D. Taste	Pieces of different vegetables & fruits, apple, carrots, celery, bananas, etc.	Ask mother to put pieces so child can reach them.		Mother name each one to child. Then has him close his eyes.		With eyes closed child will taste & name.	
D. Taste	Other taste activities for mothers to do while preparing meals: 1- Let the child taste vegetables before they are cooked and then after.						
	2- Let child taste food before it is salted & after. 3- Let child taste bread or biscuit or cake before it is cooked. 4- Let child help make cornbread- tastingthe various ingredients as they are added. Do the same with cake, cookies, soups, etc.						

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
I. SENSORY STIMULATION E. Smell	Banana, apple, ~~org~~ orange	Brings fruit and asks mother to have child close his eyes.		While child's eyes are closed, mother holds each fruit for him to smell.		Names fruit by smell alone. He may then eat some.	
E. Smell	Pill bottles or baby food jars. Cinnamon, cocoa, coffee, tea, etc.	Asks mother to part bottles where dhild can reach it.		Opens bottles and asks child to smell and name them.		Child will identify contents by smell.	
E. Smell	Other smell activites mothers can do with their children. 1- See how many plants, flowers, weeds, etc. the children can identify by smell.						
	2. See how many different smell a child can name while breakfast is cooking. 3. See what vegetables a child can identify by smell. NOTE: Many smell activities may be combine with taste activities.						
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CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

Birth to 6 months

Developmental Areas	Toys and Materials	What Home Vsitor Does	Score	What Mother Does	Score	What Child Does	Score
II. SKILL DEVELOPMENT F. Language	Many of the activities described in Personal-Social, Concept Formation, Fine Motor and Gross Motor are also Language activities.						
F. Language	NONE	Asks mother to talk to child and repeat sound he makes.		Talks to child and repeats the sounds he makes.		Will listen and vocalize.	
F. Language	NONE	Asks mother to give the child names of things.		Tells child names of things and people.		Will listen and vocalizes.	
F. Language	NONE	Asks mother to describe what she is doing to child.		Uses words to describe actions (washing, eating, drinking, etc.)		Will listen and vocalize.	
F. Language	NONE	Asks mother to play games with baby.		Play games like (Peek-a-boo, Patty-cake, Bye-Bye,etc.)		Will laugh and vocalize.	
F. Language	NONE	Asks mother to sing Choctaw chants.		Holds baby up and let him dance on her lap.		Will laugh, jump, and vocalize.	
F. Language	Book with large pictures of familiar things. (May be home made.)	Helps make books and asks mother to hold child to show him pictures.		Shows child pictures and names them to him.		Will look at book, touch it and vocalize.	

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

6 months to 1 year

Developmental Areas	Toys and Materials	What Home Vsitor Does	Score	What Mother Does	Score	What Child Does	Score
II. SKILL DEVELOPMENT F. Language	Mothers should continue to do the activities listed for "Birth to 6 months". Child will now understand many of the words and will try to repeat some of them.						
F. Language	Unbreakable Mirror	Ask mother to hold mirror so child can see himself.	☐	Lets child look in mirror and says his name.	☐	Child will look at himself.	☐
F. Language	Several different toys	Ask mother to ask child to bring her toys.	☐	Asks child to bring toys as she names them.	☐	Child will bring toys as named.	☐
F. Language	SMALL TOY	Asks mother to give toy to child, naming it.	☐	Gives toy to child. Then asks child to give it to her. Says "Thank you."	☐	Child will take toy then give it to mother.	☐
F. Language	Book with familiar pictures (may be home made)	Asks mother to show book to child.	☐	Asks child to point to pictures as she names them.	☐	Child will point to pictures (later will say names).	☐
F. Language	Home made picture cards	Helps mother make cards	☐	Asks child to point to picture as she names them.	☐	Child will point to pictures.	☐
F. Language	NONE	Asks mother to sing to child.	☐	Sings to child.	☐	Child will listen and later sing.	☐

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

1 year to 2 year

IDevelopmental Areas	Toys and Materials	What Home Vsitor Does	Score	What Mother Does	Score	What Child Does	Score
II. SKILL DEVELOPMENT F. Language	Mothers should continue to do the earlier language activities with their children and and add new ones. By the time a child is 2 years old he should be able to use about 50 words, be able to ask for what he wants, name 3 or 4 pictures, point to 5 body parts, follow simple directions and be trying to sing. In making plans for a child between 1 and 2, keep these goals in mind.						
	Home made book or cards with pictures of fruit.	Ask mother to give book and piece of fruit to child.	☐	Asks child to name fruit and find the picture of it.	☐	Names fruit, finds picture, eats fruit.	☐
		(This may also be used in Taste activity.)					
	Doll or stuffed animal	Ask mother to show child eyes, nose, and mouth.	☐	Points to eyes, nose, and mouth. Then asks child to.	☐	Child points to eyes, nose and mouth on doll. Then on himself.	☐
	Play phone	Ask mother to talk to child on phone.	☐	Talks to child on phone. Then lets child talk to her.	☐	Child talks on phone.	☐
	NONE	Asks child his name or has mother ask	☐	Ask child to tell his name.	☐	Tells his first name	☐

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

2 years to 4 years

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
II. SKILL DEVELOPMENT F. Language	By the time a child is 3 years old he should know and use over 200 words. By 4 years he should increase this to around 900. He should be able to give full name, say a few nursery rhymes, listen to stories, tell what action is taking place in a picture, and ask a lot of questions.						
F. Language	Book with action pictures.	Asks mother to look at book with child.		Show child pictures and describe action. "The dog is running," "The boy is eating" "The baby is sleeping, etc.		Child will point to, or tell which one is running, eating, sleeping, etc.	
F. Language	NONE	Asks mother to:		Ask child "What do we use our ears for?" The eyes, nose & mouth.		Answers correctly about use of eyes, nose, ears & mouth.	
F. Language	Home made cards with pictures of food, houses, animals, cars, clothes, etc.	Helps mother make cards.		Asks child to find a picture of something to eat, something to wear, something to live in, and so forth.		Will select correct pictures for each question.	

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What child Does	Score
SKILL DEVELOPMENT F. Language Names of animals	Home made book with pictures of animals.	Makes or helps make book: Ask mother to show it to child.		Ask child to point to pictures as she names them.		Points to pictures (later will name them)	
F. Language What animals eat.	Home made book with animal pictures.	Makes or helps make book. Asks mother to:		To show book to child and ask what each animal eats.		Child will name what different animals eat.	
F. Language Animals	Picture cards of baby animals and adult animals.	Makes cards and asks mother to:		Have child match baby with grown animal.		Will match cards correctly	
F. Language Animal sounds	Book or cards with animal pictures.	Make book or cards. Asks mother to:		Ask child what sound each animal makes		Will imitate animal noises.	
F. Language Names of Food	Book or cards with pictures of food.	Makes or helps make book or cards.		Ask child to point to or name pictures.		Points or names different foods.	
F. Language Names of food	Magazine, scissors, paste & paper.	Asks mother to ask child to:		Cut out pictures of food & paste them on paper to make a book.		Finds food pictures, cuts them and paste them to make a book.	
F. Language Clothing	Catalogue Scissors Paste	Asks mother to have child find pictures of clothes		Helps child find & cut out pictures of clothes.		Finds, cuts & pastes pictures of clothes.	
F. Language	SAME	SAME		Asks what clothes are for men, women, children & babies.		Will show what clothes are worn by whom.	

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What child Does	Score
SKILL DEVELOPMENT F. Language Categories	Picture cards of different things, like animals, food, cars, etc.	Makes or helps make cards.		Asks child to pick out things that go together		Will sort card that go toget her.	
F. Language	(In doing this exercise, the mother should ask the child to find all the things to eat, all the things to wear, all the flowers, all the things to ride on, all the animals, all the birds, At first the cards should have only two or three categories, such as food, animals, and clothing. As the child learns these more categories may be added.)						
F. Language							
F. Language Use of things	Pictures cut from magazines of household articles such as: chairs, beds, dishes, towels, etc.	Have mother ask child what each thing is used for.		Asks child what each item is used for.		Will tell what each is used for.	
F. Language Use of things	Box of toys such as: tea party set, book, scissors, crayolas, toy car, etc.	Asks mother to show toys to child.		Asks child name of toys and what they are used for.		Will name toys and tell their use & play with thes	

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CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

Developmental Areas	Toys and Materials	What Home Vsitor Does	Score	What Mother Does	Score	What Child Does	Score

Other suggested activities for mothers to do:

1. Read or tell stories to child.
2. Have child name as many people, animals, foods, as he can.
3. Take child to store with her and see how many things he can name.
4. Play guessing games like "What is round and red and good to eat?" What has 2 eyes and 2 ears is covered with fur and wags his tail?" etc.
5. Have child ask for things he wants by name and not just by pointing.
6. Tell child about when he was a baby and about things he will do when is older.
7. Have child close his eyes and tell as many things in the room he can remember.
8. Give the child words for feelings-"happy", "tired", "sleepy", "angry", "hungry", etc.
9. Give child words about time "yesterday," "today", "tomorrow".
10. Answer child's questions.

Remember that any time you talk to a child or listen to him, you are giving him a language lesson. Any time you name something to him or ask him to do something you are giving a language lesson.

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

Birth to 6 mos.

Developmental Areas	Toys and Materials	What Home Vsitor Does	Score	What Mother Does	Score	What Child Does	Score
II. SKILL DEVELOPMENT G. Personal-Social	NONE	Holds baby and talks to him or her.		Holds baby and talks to him or her.		Child will look at mother or home visito & smile and vocalize.	
G. Personal-Social	Bottle or whatever is used when feeding child.	Ask mother to talk quietly to child when she feeds him.		Talk quietly to child when feeding him.		Will listen while being fed.	
G. Personal-Social	Whatever is used when bathing child.	Ask mother to talk to child when she bathes him.		Talk to child when bathing him.		Will listen while being bathed.	
	(Talking to a baby when he is being held or fed or bathed helps him associate the mother's voice with feeling good. The Home Visitor holds him and talks to him so he can learn to know and trust people other than just his family.)						
G. Personal-Social	Cracker or cookie	Ask mother to let child hold cracker.		Gives cracker or cookie to child.		Feeds himself cracker or cookie.	
G. Personal-Social	MIRROR	Ask mother to let child see himself in mirror.		Shows child mirror and says his name.		Child looks at himself. Will probably smile & reach for mirror.	
G. Personal-Social	NONE	Asks mother to play simple games with baby.		Mother plays patty-cake, peek-a-boo. etc. with baby.		Learns to play patty-cake & peek-a-boo.	

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

6 months to 1 year

Developmental Areas	Toys and Materials	What Home Vsitor Does	Score	What Mother Does	Score	What Child Does	Score
II. SKILL DEVELOPMENT G. Personal-Social	Mothers should continue to do most of the activities listed "Birth to 6 months." Also many children younger than 6 months will enjoy some of the activities listed "6 months to 1 year."						
G. Personal-Social	NONE	Ask mother to take child with her to grocery store.		Takes child to store with her.		Looks & listens. Will get used to being around other people.	
G. Personal-Social	Food such as scrambled eggs, bacon, or hamburger	Ask mother to let child try to feed himself.		Let child feed himself with his fingers.		Child will feed himself with fingers.	
G. Personal-Social	Food & spoon	Ask mother to let child try to use a spoon.		Let child try to use spoon.		Tries to feed himself wit h spoon.	
G. Personal-Social	Small glass or cup	Ask mother to offer child drinks from glass or cup.		Lets child try to drink from cup or glass.		Tries to drink from cup or glass.	
G. Personal-Social	Small Toy	Have mother hand toy to child and let him hand it back.		Hands toy to child and when he hands it back says, "Thank you."		Learns to say "Thank you" when mother hands him toy.	

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

1 year to 2 years

Developmental Areas	Toys and Materials	What Home Vsitor Does	Score	What Mother Does	Score	What Child Does	Score
II.. SKILL DEVELOPMENT G. Personal-Social	Picture of child	Takes picture of child.		Shows picture to child and says his name.		Looks at his picture.	
G. Personal-Social	BALL	Sits on floor with mother and child.		Rolls ball to child & then H.V. saying "your turn" to each one.		Learns to take turns.	
	(This may be done with several children at a time).						
G. Personal-Social	Box with lid. Contact paper.	Helps mother cover box with contact paper.		Tells & shows child he is to keep his toys in box.		Will begin to learn to put his toys away in his box.	
G. Personal-Social	2 plastic glasses Rice	Put rice in one glass.		Help child pour rice from one glass to the other.		Child pours rice from one glass to another.	
G. Personal-Social	NONE	Ask mother to teach child to point to eyes nose, mouth, etc.		Will teach child body parts.		Will be able to point to eyes, nose, mouth, etc.	
G. Personal-Social	2 glasses water	Ask mother to let child pour water		Helps child pour water from one glass to the other.		Pours Water from one glass to the other.	

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

2 years and older

Developmental Areas	Toys and Materials	What Home Vsitor Does	Score	What Mother Does	Score	What Child Does	Score
II. SKILL DEVELOPMENT G. Personal-Social	Mother should continue to do the earlier activities with her child but add new ones as the child gets older. Also remember the ages given for the activities are merely suggested. Many children under 2 may enjoy these.						
G. Personal-Social	Tea party set cookies.	Ask mother to let child serve cookies pour milk, etc.	☐	Has tea party with child.	☐	Serves milk & cookies cookies with tea party set.	☐
G. Personal-Social	(Refreshments may be cinnamon toast or juice and may be combined with Taste).						
G. Personal-Social	Cut out face and eyes, nose, mouth.	Asks mother to have child place eyes on face.	☐	Helps child place eyes, etc. correctly.	☐	Places eyes, etc. on face correctly.	☐
G. Personal-Social	Crayola & large piece of wrapping paper.	Has child lie on paper & draws his outline.	☐	Helps child draw eyes, nose, etc. on picture.	☐	Draws feature on picture.	☐
G. Personal-Social	Dressing doll	Asks mother to show child how to take clothes off doll.	☐	Helps child dress & undress doll.	☐	Undress & dresses doll.	☐
G. Personal-Social	Cloth book of fasteners (home made)	Helps mother make book.	☐	Shows child how to button, zip, snap, etc. in book.	☐	Buttons, zips, snaps.	☐

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

Developmental Areas	Toys and Materials	What Home Vsitor Does	Score	What Mother Does	Score	What Child Does	Score
G. Personal-Social							

Other suggested activities for Personal-Social Development

1. Encourage child to dress & undress himself.
2. Show child how to wash & dry his hands.
3. Show child how to brush his teeth.
4. Show child how to brush and comb his hair.
5. Give the child a place to keep his toys and encourage him to put them there.
6. Let child help set the table.
7. Let child help with housework.
8. Let the child spread butter, peanut better etc., on bread.
9. Help child pour milk or water in to his glass or cup.
10. Encourage child to take care of his clothes (hang them up, put them in drawers, etc).

Some general guidelines for Personal-Social Development

1.. See that the child has the opportunity to be with other children
2. See that the child has opportunities to be with other adults.
3. Encourage child to take turns and to share.
4. Do not say in front of a child that he is dumb or ugly or anything that would make him feel bad about himself.
5. Try, as much as possible, to give a child's attention when he is being good instead of only when he cries.

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

Birth to 6 months

Developmental Areas	Toys and Materials	What Home Vsitor Does	Score	What Mother Does	Score	What Child Does	Score
II. SKILL DEVELOPMENT H. Gross Motor	Body Game Sheet	Demonstrate different body games for mother.	☐	Does body games exercises with her baby.	☐	Will laugh & vocalize.	☐
H. Gross Motor	Home made mobile	Helps make mobile asks mother to hang it so baby can kick it.	☐	Hangs mobile so baby can kick it. Move baby's foot to touch mobile if necessary.	☐	Baby will kick mobile & watch it move.	☐
H. Gross Motor	Blanket Rattle	Ask mother to put baby on blanket on floor and put rattle near.	☐	Will put baby on blanket and rattle near.	☐	Baby will roll over to get rattle.	☐
H. Gross Motor	Pull Toy	Ask mother	☐	To place pull toy within the child's reach. Then move it a little ahead to see if child crawls after.	☐	Child will crawl after the pull toy.	☐
H. Gross Motor	NONE	Ask mother to let baby hold her fingers and pull up.	☐	Lets baby hold her fingers and pull up.	☐	Baby will hold mother's fingers & pull up - first to sitting, later to standing.	☐

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

6 months to 1 year

Developmental Areas	Toys and Materials	What Home Vsitor Does	Score	What Mother Does	Score	What Child Does	Score
H. Gross Motor	BALL	Sits on floor with mother & child. Rolls ball to first o one. Then the other.		Sits on floor with child & H.V. Rolls ball.		Learns to catch ball & roll it back.	
H. Gross Motor	Small toy or cube	Asks mother to:		Sit across room from child & call him to come. She then gives him the toy. See if he can get to sitting position alone. Place toy on chair to see if he will pull up.		Child crawls to mother. Gets to sitting position alone. Pulls up to chair to get toy.	
H. Gross Motor	Transport Game set or car or truck	Asks mother to:		Show child how to push car or truck.		Pushes car or truck.	
H. Gross Motor	NONE	Asks mother to:		Hold child's hands & let him practice walking.		Holds mother's hands & tries to walk.	

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

1 to 2 years

Developmental Areas	Toys and Materials	What Home Vsitor Does	Score	What Mother Does	Score	What Child Does	Score
II. SKILL DEVELOPMENT							
H. Gross Motor	NONE	Asks mother to:		Show the child how to walk backwards.		Child will walk backward. (2 or more steps.)	
H. Gross Motor	BALL	Asks mother to:		Place ball in front of child. and show him how to kick it forward.		Child will try to kick ball forward.	
H. Gross Motor	BALL	Asks mother to:		Play ball with her child.		Child will learn to throw ball. (Later will learn catch).	
H. Gross Motor	Bean bag (home made)	Helps mother to make bean bag		Throws bean bag to child.		Will learn to throw and catch.	
H. Gross Motor	NONE	Asks mother to:		Show child how to jump (count how many times)		Child will learn to jump in place.	
H. Gross Motor	NONE	Ask mother to:		Show child how to balance on one foot while she counts		Child will balance on one foot, then the other while mother counts.	

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

2 years & older

Developmental Areas	Toys and Materials	What Home Vsitor Does	Score	What Mother Does	Score	What Child Does	Score
II. SKILL DEVELOPMENT H. Gross Motor	BALL	Asks mother to:		Bounce ball to child.		catches bounced ball.	
H. Gross Motor	String	Ties string to chair or table leg.		Holds end of string and asks child to jump over it. Raises string after each jump so child learns to jump higher each time.		Child jumps over string.	
H. Gross Motor	String	Puts string on floor forming straight line.		Shows child how to walk on string.		Child walks straight line on string.	
H. Gross Motor	String	Puts string on floor in a line with several curves.		Shows child how to walk on string in curved line.		Child walks curved line on string.	
H. Gross Motor	Tape measure String	Places string on floor. (This may be done outside. In which case, the H.V. draws a line in the ground.		Has child stand with toes on string & jump as far as he can. Measure distance with tape measure.		Child jumps as far as he can.	

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

3 years & older

Developmental Areas	Toys and Materials	What Home Vsitor Does	Score	What Mother Does	Score	What Child Does	Score
II. SKILL DEVELOPMENT H. Gross Motor	Should be played outside with several children (squat tag)	Explains Squat Tag to mother & children One person is "IT". He tries to catch someone else by touching him and then the other one is "it". However, when they are squatting down they can't be touched.		Is "IT" first. Tries to catch a child.		Children run & & try to keep from being caught by squatting down.	
H. Gross Motor	May be played either inside or outside with several children. (Blindman's Bluff)	Blindfolds mother or one of the older children with a large handkerchief or scarf and turns them around 3 times. Explains they are to catch one of the children and tell who they have caught without removing the blindfold. That child then is blindfolded.		Plays Blindman's Bluff with children.		Plays Blindman's Bluff.	

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Developmental Areas	Toys and Materials	What Home Vsitor Does	Score	What Mother Does	Score	What Child Does	Score
II. SKILL DEVELOPMENT I. Fine Motor	NONE	Asks mother to:	☐	Put one of her fingers in baby's hand.	☐	Will hold to mother's finger.	☐
I. Fine Motor	RATTLE	Asks mother to:	☐	Hold rattle where baby can see it.	☐	Baby will reach for rattle.	☐
I. Fine Motor	RATTLE	Asks mother to:	☐	Place rattle in baby's hand. Then try gently to pull it away.	☐	Child will hold rattle even when mother pulls it.	☐
I. Fine Motor	RATTLE	Asks mother to:	☐	Place rattle on baby's chest while he is lying on his back.	☐	Child will get rattle	☐
I. Fine Motor	2 small toys such as snap beads	Asks mother to sit at table holding baby.	☐	Holds baby on her lap so he can reach the table. Puts a toy on the table.	☐	Child will reach for toy. When he gets one, mother puts another in front of him to see if he can hold one in each hand.	☐

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

Birth to 6 months

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
II. SKILL DEVELOPMENT I. Fine Motor	Pan with lid.	Ask mother to put child on floor with pan and lid.	☐	Will put child on floor and show him how to put the lid on & take it off.	☐	Will bang lid and pan. Will take lid off, and try to put it on.	☐
I. Fine Motor	Pan or box Snap beads	Asks mother to show child how to put beads in pan.	☐	Gives pan or box to child & shows him how to put the beads in	☐	Child puts beads in pan or box, takes them out.	☐
I. Fine Motor	Many activities listed under Personal-Social are also Fine Motor activities. For this age (birth to 6 months) they are mainly activities connected with the child's learning to feed himself which is a Personal-Social Self Help skill requiring the use of the small muscles of the hand.						

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

6 months to 1 year

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
II. SKILL DEVELOPMENT I. Fine Motor	FOOD	Asks mother to let child try to feed himself.	☐	Gives child food that he can pick up with his fingers.	☐	Will feed himself with his fingers.	☐
I. Fine Motor	Food & spoon	Asks mother to let child try to use a spoon.	☐	Gives child food & spoon.	☐	Child will try to feed himself with spoon.	☐
I. Fine Motor	Small glass or cup	Asks mother to offer child drink from glass or cup.	☐	Lets child try to drink from cup or glass.	☐	Child will hold glass or cup & drink.	☐
I. Fine Motor	M & M Candy	Asks mother to:	☐	Put candy, one at a time in front of baby	☐	Will pick up candy & eat it.	☐
I. Fine Motor	Rock-a-Stack	Asks mother to to show child how to put a ring on the stack	☐	Shows child how to put ring on and encourage him to try.	☐	Child will try to stack ring.	☐
I. Fine Motor	Snap beads	Asks mother to show child how to pull beads apart.	☐	Mother puts beads together & shows child how to take them apart.	☐	Child pulls beads apart.	☐

6 months to 1 year

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
II. SKILL DEVELOPMENT I. Fine Motor	Small foam block	helps mother cover block		gives block to child & shows him how to squeeze it.		Child will squeeze block.	
I. Fine Motor	Home made tote basket (made from plastic milk carton) Blocks	Helps mother make basket		Gives basket to child along with several blocks, Shows him how to put blocks in & take them out.		Child puts blocks in and takes them out (Other small toys may be used in place of blocks)	

This activity is an example of one that may be used with children of different ages. An older child, 3 or 4 years old, who is learning concepts such as color, number, size, shape, alike or different, could be asked to put in all the red blocks or beads - all the big blocks - all the round blue beads - all the beads that are alike - 2 yellow blocks - and so on.

Many Fine Motor activities listed here for children "6 months to 1 year" may be used for older children by making "What Child Does" more difficult. For example - snap Beads: an older child will put them together as well as taking them apart.

1 year to 2 years

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
II. SKILL DEVELOPMENT I. Fine Motor	Pound Bench	Asks mother to:	☐	Show child how to pound the pegs as she points to them. (Later, when child learns colors, will ask him to hit pegs by color.)	☐	Child will hit pegs (Later, will count as he hits and be able to tell how many times he hit each peg.)	☐
I. Fine Motor	Sewing basket	Asks mother to:	☐	Show child how to put spools and thimble in place.	☐	Will fit spool & thimble correctly	☐
I. Fine Motor	Tipsy Teacups	Asks mother to:	☐	Show child how to stack cups & saucers.	☐	Will stack cups & saucers	☐
I. Fine Motor	Form fitter (may be home made)	Ask mother to:	☐	Show child how to put in shapes. Encourage him to put them in.	☐	Will put shapes in form fitter.	☐
I. Fine Motor	There are many types of form fitters. They include poker chips, Old woman in the Shoe, Postal Station, etc.						

CHOCTAW FAMILY EDUCATION
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2 years and older

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
II. SKILL DEVELOPMENT I. Fine Motor	There is such a difference in what children can do at different ages, so keep in mind that there will be children younger than 2 years who may be able to do and enjoy the activities listed here. Also many of the activities for younger children may still be enjoyed by children 2 years and older.						
I. Fine Motor	BLOCKS	Asks mother to:		Ask child to stack as many blocks as he can. Counts as he does it.		Child will stack blocks.	
I. FINE MOTOR	Jars with lids	Asks mother to show child how to screw & unscrew lids.		Shows child how to screw & unscrew. Then mixes lids.		Finds right lid for each jar & screws & unscrews	
I. FINE MOTOR	Orange or other fruit	Asks mother to:		Show child how she peels fruit		Helps peel fruit & eats it (may also be used as Tasting activity)	

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

2 years and older

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
II. SKILL DEVELOPMENT I. Fine Motor	Finger play songs	Teaches mother finger play songs and does them with mother & child	☐	Learns finger play songs & teaches them to her child.	☐	Will hold up correct fingers.	☐
I. Fine Motor	Direction form frames	Asks mother to:	☐	Take insets out & show child how to put them in. Mixes insets from boards.	☐	Replaces insets in one board. Then 2 with pieces mixed. Then 3 & 4.	☐
I. Fine Motor	Picture cards, piece of card board the size of each picture.	Cuts cardboard into several pieces and puts them on picture card.	☐	Asks child to remove pieces one at a time. After each one asks child to tell what picture is.	☐	Will identify picture while seeing only parts of it.	☐
I. Fine Motor	Cardboard shapes Paper Paste Crayolas	Shows mothers how to put paper over cardboard shapes & color lightly back & forth.	☐	Shows child how to make outline of shape & asks him to do it with different shapes. Then asks him to match shapes with outline.	☐	Will make shapes and match them to outline.	☐

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score

OTHER SUGGESTED FINE MOTOR ACTIVITIES

1. Stringing buttons or spools
2. Nesting & stacking cans
3. Drawing, coloring, pasting, cutting.
4. Turning the pages of a book.
5. Buttoning, zipping, lacing, etc.
6. Working puzzles.
7. Dialing toy phone.
8. Dressing and undressing

Many activities listed under Concept Formation may be used for Fine Motor if they require that the child use his hands & fingers. Also many Personal-Social items require fine motor skills. and many Gross Motor activities combine the use of both large muscle & small muscles. (Like throwing & catching a ball or a bean bag or hooking together a train & then pushing it.)

Developmental Areas	Toys and Materials	What Home Vsitor Does	Score	What Mother Does	Score	What Child Does	Score
III. Concept Formation							

Concept Formation is the highest level developmental area. The concepts listed here are just some of the concepts a child will need to have. There are many more. These activities are suggested for children 2 years and older. It is of course possible that a younger child would nejoy some of them. However, for children under 2 it is usually better to list the concept activities as Skill Development such as Language, Fine Motor, Gross Motor or Personal-Social or as Sensory Stimulation. For example, a cloth covered foam block may be given to an infant under 1 year. He will look at it and touch it which would be sensory stimulation, Sight & Touch. A child between 1 and 2 years would perhaps squeeze it (Fine Motor) or throw it (Gross Motor). A child over 2 could be told it is a soft, red, square, block. These are concepts - Texture (O), color (J) Shape (K) name of something (R or other). He could also be asked to put the block on the table (N-position) or put it near the chair (Q)

THESE ARE THE CONCEPTS:

J - Color
K - Shape
L - Size
M - Number
N - Position (in, on, under, behind, etc.)
O - Textures (rough, smooth, hard, soft, etc.)
P - Contrast (same, different)
Q - Distance (near, far)
R - Other (any other concept that is not listed above. Such as: Time, Names of things, What things are used for, etc.)

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

2 years and older

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
Concept Formation J. Color	6 or 8 blocks of 2 different colors	Explains to mother that children should learn to match colors before naming them.		Picks one block and asks child to find one like it.		Child finds matching block. Sorts blocks in 2 groups by color.	
J. Color	3 containers in 3 different colors. Several objects in colors to match containers. (May use painted cans made at home.)	Asks mother to name the color of each container. Have child watch mother place the same color object in container.		Shows child how to place object in same color container. Asks child to do the same.		Places the objects matching containers.	
J. Color	Stringing beads (Snap beads or buttons may be used.)	Asks mother to string a bead.		Mother asks child to find a bead the same color.		Child matches bead and strings it. Continues to match and string.	
		This can be used for I (Fine Motor)					

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

2 years and older

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
J. Color	Book with colored pictures	Asks mother to look at the book with child.		Shows child pictures & asks him to find things the same color.		Finds things the same color.	
J. Color	Transport Set	Asks mother to place a red peg in a car.		Places red peg & asks child to put in other the same color.		Puts pegs the same color in cars together.	
J. Color	Paper & Crayolas	Draws outline of shapes on paper with different colors.		Asks child to color shapes with outline color.		Selects correct color & colors shapes.	
J. Color	**Home made color Bingo cards**	**Makes Bingo** cards & **plays Bingo** with **mother** and child.		Tells child to find colors on card to match.		Matches shapes & colors & plays Bingo.	
J. Color	**Tipsy Teacups**	Asks mother to:		Have child match cups and saucers.		Puts cups on matching saucers.	

After a child has learned to match colors well, he can be asked to point to or pick out a color as the mother names it. All the materials and activities given in this part may be used by having the mother name a color and having the child find it. For example: Tipsy Teacups

J. Color	Tipsy Teacups	**Asks** mother to ask child to put red cup		on white saucer, yellow on blue, etc.		Child mixes colors as directed.	

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

2 years & older

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
III. Concept Formation J. Color	After a child has learned to pick the right color when it is named he can then begin to say the name himself.						
J. Color	Black Felt Dog cut out & Dog drawing (CAN BE ANY "one" color)	Asks mother to name the color and dog and place the felt dog over picture		Names the picture & color and places the felt dog over picture		Will name the color and picture and remove the felt and place over the picture again.	
J. Color	Paper doll (Home made of felt pasted on cardboard. Clothes of different colored felt.)	Makes or helps mother make doll and clothes.		Asks child to dress doll and name the colors.		Child will dress doll & name colors.	
J. Color	NONE	Asks mother to look & find something a certain color.		Says "I see something red. Can you guess what it is?"		Child guesses. Then he names another color & mother guesses what the object is.	
J. Color	Paint: Red, Blue, & Yellow Liquid soap Paper Paint brush	Mixes paint & soap. Asks mother to:		Show child how to use brush. Gives child paint one color at a time. Lets child discover that yellow & red make orange, blue & red make purple, blue & yellow make green.		Child will paint & mix Colors, naming them.	

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

2 years & older

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Sco
III. Concept Formation J. Color							

OTHER SUGGESTED COLOR ACTIVITIES:

1. Have children name as many things the same color they can think of.
2. Use color words when talking to children. Like "Put on your blue dress." "Throw the red ball." "Look at the yellow flowers", etc.
3. Let children help make jello, choosing what color they like best.
4. Occasionally, add food coloring to milk.
5. Give child crayolas and paper and let him draw what he wishes. Then have him tell you about his picture - what it is, what colors he used, etc.
6. Make a book with pages of different colored cardboard. Let child paste in whatever pictures he wants.

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

2 years and older

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
III. Concept Formation K. Shape	In shape activities as in color activities, the child should first learn to match shapes. Then he chould learn to pick out or point to shapes as mother names them.						
K. Shape	Sequential sorting box.	Puts slide front with circle on box.		Gives blocks to child and asks him to put the right one in.		Child puts round block in.	
K. Shape	(Mother will then change the slides which become more difficult. She may name them to the child as he puts them in.)						
K. Shape	Home made shape sorter	Makes coffee can shape sorter.		Has child put in correct shapes.		Child puts in correct shapes.	
K. Shape	Inlay puzzle with circle, square, & triangle.	Asks mother to take pieces out.		Takes out pieces then puts back. Ask child to do it.		Child puts in correct shapes.	
K. Shape	Cardboard with lines of circle, square, triangle, & rectangle drawn on.	Makes board & cuts out shapes of colored paper to match drawn shapes.		Asks child to put each cut out shape on matching drawn shape.		Child will match shapes.	
K. Shape	Strips of paper in three colors to form a square, triangle, rectangle or circle.	Asks mother to form a shape with the colors while she names the color and the formed shape		Names each color strip while forming a shape and names the shape to the child and asks him to do the same.		Names each color while forming a shape and names the complete shape.	

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
K. Shape	Large & small cut outs of square, circle triangle.	Asks mother to name the small shapes and hand all 3 to the child and hold up one of the big shape and ask child to match the shape.		Names each small shape as she hands it to the child then asks child to match one of the big shapes she holds up.		Names each shape and matches his small shape with the large one.	
K. Shape	Blocks of different shapes (may be home made).	Asks mother to:		Have child match & sort by shape. Show him if necessary.		Child sorts blocks by shape.	
K. Shape	**Home made Bingo game.**	Same as in color activity		Same as in color activity.		Same as in color activity.	
K. Shape	**Many of the same activities may be used for both shape** & color. Be sure however **that the child knows whether he is** matching **by color** or by shape or by both.						

OTHER SHAPE ACTIVITIES:

1. **See** how **many** round things a **child** can find **at home**. (Plates, face of the **clock, bottle** lid, **buttons**, etc.) Do the **same** for square, rectangle, and **triangle**.

2. **Make a design such as** a triangle or square **with** straws, sticks, etc. And ask **the child to** make **one** like **it**.

3. **Make shape patterns** for child to draw around.

4. **Use cutouts of square, circle**, and triangle. **Put them in a box and have child close** his eyes, **take them** out and **tell the shape by** touch **alone**.

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

2 years and older

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
III. Concept Formation L. Size (big, Little)	6 or 8 blocks same shape but 2 different sizes.	Asks mother to ask child to give her a big block & to point to it.		Asks for big block & points to it. Then asks but does not point. (Do same with small).		Child hands mother a big block. Then does it without her pointing.	
L. Size (big, little)	6 or 8 blocks of 2 different sizes.	Asks mother to mix blocks together then pick up block		Shows block to child & asks him to find one the same size.		Finds block the same size. Continues until all blocks are sorted into 2 groups.	
L. Size (big, little)	Paper, pencil, scissors, paste.	Asks mother to draw around her own hand & child's hand.		Draws around hands, cuts them out. Puts cut out of child's hand on hers and shows that hers is "big" & his is "little"		Child should be able to point to "big hand" & "little hand". Then will paste cutout on different color paper.	
L. Size (big, little)	Tea party set and regular cups.	Asks mother to show & name "big cup" & demonstrate.		Puts little cup down and covers it with big cup. Puts it inside big cup. Asks child to find little cup.		Child will pick little cup & big cup.	
L. Size (big, little)	Sets of big & little objects; such as big ball & little ball, big book and little book, big doll and little doll, big pencil and little pencil, etc.	Asks mother to show child one set at a time and ask him to pick the big one & the little one.		Will ask child to find big things and little things.		Child will pick big & little.	

[redacted]
HOME VISITOR'S REPORT

2 years & older

Developmental Areas	Toys and Materials	What Home Vsitor Does	Score	What Mother Does	Score	What Child Does	Score
III. Concept Formation L. Size (big, little)	Apple & knife	Asks mother to cut apple in half & one half in half.		Asks child which is big piece & which is little.		Child picks big & little may eat apple.	
Size (big, little)	3 nesting cans, big, middle size & small.	Helps mother cover cans. (with contact paper)		Asks child to line up cans with big one first, next biggest and little.		Child will line up cans by size.	
L. Size (big, little)	SAME	SAME		Asks child to stack cans with big one on the bottom.		Child stacks cans.	
L. Size (big, little)	SAME	SAME		Asks child to nest cans		Child nests cans.	
L. Size (big, little)	(As child learns to stack & nest cans, more may be added to set.)						
L. Size (big, little)	Rook-a-Stack	Asks mother to line rings on floor by size		Has child put big ring on first and continue until all are stacked		Will stack rings as mother has lined them up, later will stack by size without help.	

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

2 years and older

Developmental Areas	Toys and Materials	What Home Vsitor Does	Score	What Mother Does	Score	What Child Does	Score
III. Concept Formation L. Size	2 balloons	Ask mother to blow up one balloon big.		Mother does and tells child to blow the other one little. (Mother may also show child how to make the big one little by letting out air & the little one big by blowing it up more.)		Child tries to blow balloon. (If he can't mother does it for him to compare size.)	

L. Size

OTHER SUGGESTED SIZE ACTIVITIES:

1. Play guessing games with child. Ask questions such as "Is a cat larger or smaller than a cow?" "Is a cat larger or smaller than mouse?" "Which is bigger a chair or a cup?" "Which is the smallest?" Then, let the child ask questions

2. Ask child to name someone bigger than he is and when someone smaller.

3. Several children or adults can make footprints in the sand. Have child say which ones are big and which are little.

4. Ask child to break a stick into little pieces and another one into big pieces.

5. Tack or tape a long piece of paper to the wall. Measure all the children in the family on it and ask who is the biggest. Put the name of each child & the date. Measure each week so the children can see that they are getting bigger.

6. Read or tell stories such as The Three Bears in which size is mentioned.

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

2 years and older

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
III. Concept Formation M. Number	Children of 2 years, or even younger may have learned to count by rote-to say the numbers in order-but usually a child will be 2½ or older before he really understands the concept of "one". To see if a child knows what "one" is, ask him to hand you one object-a block or a bead. If he gives one and only one, then he may be taught more numbers. The activities listed here start with teaching one but may be continued to teach higher numbers as the child is ready.		☐		☐		☐
M. Number	Blocks	Sits with mother & child on floor. Mixes blocks and says "I'll take one "Puts one block in front of her.	☐	Mother says "I'll take one." Shows it to child and tells him to take one.	☐	Child take one - (and only one.)	☐
M. Number	Beads & Strings	Gives strings to mother and child	☐	Mother strings one bead & asks child to string one. She continued to add one more saying "and" one more.	☐	Child strings one bead and then more as mother does. He may match his string to the mother's.	☐
M. Number	M & M Candies	Asks mother to hold out 1 M & M to the child	☐	Holds out 1 and asks how many (continue with 2, 3, etc.)	☐	Child gets candy when he answers correctly. (If he misses, go back to 1.)	☐
M. Number	Transport Set	Asks mother to show set to child and put 1 peg in train.	☐	Puts 1 peg in and asks child to find another car that has a place for just one peg.	☐	Child selects correct car & puts in one.	☐
	(Games will continue with mother finding car for two pegs and then 3. Child does the same.)		☐		☐		☐

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

2 years and older

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
M. Number	Home made number cards. (2 cards with 1 object drawn on it. 2 with 2 objects, 2 with 3, and so on through 5. Objects on cards should be different.)	Makes or helps mother make number cards.		Shows child card with 1 object & asks him to find the other card with one object. Continues through 5.		Child finds cards with same number. (More cards may be added later.)	
M. Number	Number rods Number cards (Home made)	Makes number rods & cards		Shows child which number goes with which rod and asks him to put cards by correct rod.		Puts number card by correct rod.	

SUGGESTED NUMBER ACTIVITIES

1. Count as many objects to the child as possible. For example, the plates when setting the table, shoes when putting them on, the numbers of people in a room, and so on.

2. Ask the child "How many ?" frequently. How many hands does he have? How many fingers? How many heads and so on.

3. Tell or read stories that use numbers such as The Three Bears, Three Little Pigs, Three Billy Goats Gruff and so on. Have child show how many with his fingers.

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

2 years and older

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What child Does	Score
Concept Formation N. Position	BLOCKS	Asks mother to show child how to stack blocks, using position words.		Mother put one block on another and says "I 'm putting one block on this one, etc. Now you put a block on that block."		Child will put one block on another.	
N. Position							
N. Position	Shoe box covered with contact paper. Several small toys.	Helps mother make box.		Shows box of toys to child saying "The toys are in the box. Let's take them out & put them back in the box. She demonstrates and then repeats the words in and out as child does, etc.		Child takes toys out and puts them back in. (an older child will be able to do in or out when asked to and also tell which he is doing.)	
N. Position							
N. Position							
N. Position	Nesting cans.	Asks mother to show child how to stack can.		Mother shows child how to stack cans saying "Put this one on this one."		Child will stack cans.	
N. Position							
N. Position							

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

2 years and Older

Developmental Areas	Toys and Materials	What Home Visitor Does Score	What Mother Does Score	What Child Does Score
III. Concept Formation N. Position	Transport Set	Asks mother to:	Ask child to put Car in garage. Airplane on hanger. Pegs in train Train engine in front of cars. Cars behind engine.	Child will show he understands in, on, in front and behind by following mother's directions.
N. Position	NONE	Asks mother to show child how to:	Put his hands up high, down low, in front & behind.	Child will follow dieections
N. POSITION	Transport set (a peg train car.)	Shows mother front & back of train car and asks her to put a yellow peg in the middle.	Puts yellow peg in the middle and asks child to put red one in front & a blue one behind.	Child will follow directions

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
III. Concept Formation N. Position			☐		☐		☐

OTHER SUGGESTED ACTIVITIES

1. See how many position words a child understands by giving him a small toy and and asking him to put it on a table or chair, under, beside, in front, behind, and then give it to someone.
2. Let the child help set the table and clear it using the words on and off.
3. As the child learns to dress himself use the words on and off in regard to clothing.
4. See how many things a child can name that are **outside** and then how many are **inside**.

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

2 years and older

Developmental Areas	Toys and Materials	What Home Visitor Does Score	What Mother Does Score	What Child Does Score
III. CONCEPT FORMATION O. Texture	Many activities listed under Touch in Sensory Stimulation may be used for Texture activities. Touch activities are mainly for younger children, letting them experience the difference in the way things feel. In Texture activities the child is asked to identify and name the differences.			
O. Texture	Touch book (may be home made.)	Helps mother make Touch Book	Looks at book with child. Asks him to tell if picture is smooth, rough, soft, hard and so forth.	Will point to or name picture that are smooth, rough, soft, hard, etc.
O. Texture	Home made Feel Box	Helps make Feel Box. Puts in it something hard, soft, smooth, rough, etc.	Asks child to find something hard, smooth, rough, soft, etc.	Without looking child will find objects as requested
O. Texture	NONE	Asks mother to:	Ask child to feel of his hands. Are the nails smooth or rough, hard or soft. Then the same for skin.	Child will say nails are hard & smooth, skin is soft & smooth.
O. Texture	Foam Block covered with different textured fabrics.	Makes or help mother make, block	Asks child to name the texture of the different sides	Names texture of blocks.
O. Texture	Pieces of fabric having same texture but of different colors (2 of each texture.)	Cuts squares of fabric such as felt, terry cloth, fur, leather, etc.	Asks child to find the squares that feel alike (have the same texture.)	Child will match by texture.

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score

OTHER TEXTURE ACTIVITIES:

Ask child to find things that are:

1 - Smooth
2 - Rough
3 - Soft
4 - Hard
5 - Fuzz
6 - Smooth & hard
7 - Smooth & soft
8 - Hard & Rough
9 - Hard & smooth
10 - Soft & Fuzzy

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

2 years and older

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
III. CONCEPT FORMATION P. Contrast (Same-Different)	Most of the activites given for Color, Shape, Size, Number and Texture may be used for Contrast. The child is asked to sort or match objects which is asking him to find things that are alike in some way. They may be alike in just one way - such as things the same color - or they can be alike in several ways - such as alike in color, size & shape. Be sure the child understands what you want him to do. Some Sensory activities may also be adopted for use as Contrast activities. Child may be asked to find things that taste alike or smell alike (or different).		☐		☐		☐
			☐		☐		☐
P. Contrast	Blocks (same size but different colors.)	Asks mother to have child find blocks that are the same color.	☐	Asks child to put blocks the same color together.	☐	Child will sort blocks by color.	☐
P. Contrast	Cardboard shapes circle, square, triangle, rectangle)	Asks mother to have the child find shapes that are alike.	☐	Asks child to match shapes.	☐	Matches shapes.	☐
P. Contrast	Home made Bingo Game	Makes or helps mother make Bingo game.	☐	Asks child to match shapes and colors.	☐	Matches shapes and colors.	☐
P. Contrast	Home made picture cards	Makes or helps make cards.	☐	Asks child to find animals that are the same kind.	☐	Finds animals that are the same kind.	☐

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
P. Contrast	Picture cards	Makes cards	☐	Asks child to find things the same color.	☐	Finds things that are the same colors.	☐
P. Contrast	(After a child has learned to find things that are alike, he can be asked to find things that are different.)		☐		☐		☐
P. Contrast	BOOKS find the same color except one.)	Asks mother to:	☐	Asks child to find the block that is different (the one not like the other.)	☐	Child will find the different block.	☐
P. Contrast	Cardboard circles, all the same color size & except one which is smaller	Asks mother to:	☐	Ask child to find the circle that is different.	☐	Child picks smallest circle.	☐
P. Contrast	Cardboard triangle same color and same size except for 1 that is bigger.	Asks mother to:	☐	Ask child to find the triangle that is different	☐	Child picks biggest triangle.	☐
P. Contrast	Cardboard squares, same size & color, 1 cardboard circle.	Asks mother to:	☐	Asks child to find the shape that is different.	☐	Child picks circle.	☐

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What Child Does	Score
CONCEPT FORMATION Q. Distance	Small toy to hide.	Asks child to close his eyes and mother to hide toy.		Asks child to find toy, telling him, "you're getting close" you're getting far away," etc.		Child will look for toy.	
Q. Distance	Cut out shapes of a child & 2 puppies.	Asks mother to have child paste one puppy near the child.		Helps child paste one puppy near the child and one far away.		Pastes one puppy near & one far from child.	
Q. Distance	Home made map. Cut out houses, school, stove.	Asks mother to have child paste houses, etc on map.		Helps child paste and asks which house is near his, is the stove far or near, etc.		Is able to tell which houses are far or near.	
Q. Distance	Other activities for mother to do at home - 1. Talk to child about who lives near and who lives far from him. 2. Ask questions such as "Is the store farther away that the school?" etc.						
Q. Distance							
Q. Distance							
Q. Distance							
Q. Distance							

CHOCTAW FAMILY EDUCATION
HOME VISITOR'S REPORT

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What child Does	Scor
CONCEPT FORMATION R. OTHER HOT-COLD	(Hot-cold is probably best taught by the mother at home as she warns the child about hot fires or stoves or irons. She will also probably warn him if food or something to drink is too hot. She will probably also teach him hot or cold about weather. However, there are several things a Home Visitor may do to help the child learn the concept of hot and cold).						
R. OTHER							
R. OTHER HOT-COLD	NONE	Each time talk to child about is the day hot, or cold, ask mother		to talk to child about whether the day is hot or cold.		Can tell if day is hot, col warm or cool.	
R. OTHER HOT-COLD	Picture cards of clothes	Asks mother to show cards to child.		Asks child which clothes are worn. when it is hot and when it is cold.		Child will pick correct card.	
R. OTHER HOT-COLD	Picture cards of food.	Asks mother to show cards to child.		Asks child which foods are hot or cold.		Child will pick correct card.	
R.							
R.							
R.							

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What child Does	Scor
CONCEPT FORMATION R. OTHER Seasons of the year	Pictures of different seasons	Asks mother to show pictures to child.		Ask child to say if the picture is winter, summer, spring, or fall.		Child will tell which season is pictured.	
R. OTHER Seasons	Leaves or flowers according to season.	Press flowers or leaves between 2 pieces of waxed paper with warm iron.		Shows leaves or flowers & tells child in what season they appear.		Looks at flowers or leaves and learns the nam of the seasons May hang pictures in a window or on the wall.	
R.							
R.							
R.							
R.							
R.							
R.							

OTHER SEASONAL ACTIVITIES:

1- Help the child make Valentines to give to friends.

2- Help the child make a paper sack mask and decorate a Trick-or-Treat sack for Halloween.

3- Draw around child's hand to make a Thanksgiving turkey.

4- Make a Chirstmas tree of green paper and let the child decorate it by pasting on circles, stars, etc. different colored paper.

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CHOCTAW FAMILY EDUCATION
HOME VISITORS REPORT

Developmental Areas	Toys and Materials	What Home Visitor Does	Score	What Mother Does	Score	What child Does	Score
CONCEPT FORMATION R. OTHER Time	(Do not expect a young child to learn to tell time. However, he can become familiar with ideas such as before and after; yesterday, today, and tomorrow; morning, afternoon and night, etc. He can also learn what a clock is used for.)						
R. OTHER Time	Paper plate Cut out numbers Cardboard clock hands	Helps mother and child paste numbers on plate & fasten hands.		Moves the hands to point to special times like the child's favorite TV program, when the school bus comes, etc.		Will move hands of clock.	
R.							
R.							
R.							
R.							
R.							
R.							

HOME VISITOR REPORT
ANALYSIS SHEET

Reader____________ Date___/___/___ Report Period___/___/___ - ___/___/___ Page ___of___.

Home Visitor	#H/V Report	Task Initial	Sub-D.A.		Minimum Planning		Minimum Continuity			H/A Sequence w. H/V's						Comments
			Cor.	Inc.	≥ 3	< 3	≥ 2	< 2	last H/V-N/A	Past +	-	N/A	Next +	-	N/A	

PROCEDURES FOR ANALYSIS OF CHOCTAW HOME VISITOR'S REPORT

Revised Forms

A. The 'Analysis Sheet' has been prepared to check four areas of instructional development on the Choctaw Home Visitor's Report.

1). the correct assignment of each task, whether planned for the visit or as a home assignment, in the proper sub-developmental area.

2) the minimum extent of planning of the visit.

3) the minimum amount of continuity between visits.

4) the sequencing of home visits with home assignments.

B. Before completing the analysis sheets, the following should be noted:

1) all of the home visitor's reports have been numbered.

2) where more than one home visits per month was made (excluding visits for testing, interviewing, and observation), the home visitor's reports have been chronologically ordered. If they are not listed this way, reference to the next or prior visits in sequences have been made in the column for 'sequence'.

3) each task is listed separately by its sub-developmental area initial. This initial and areas are:

A	Sight
B	Sound
C	Touch
D	Taste
E	Smell
F	Language
G	Social and Personal
H	Motor Skills-Gross
I	Motor Skills-Fine
J	Color
K	Shape
L	Size

M	Number
N	Position
O	Texture
P	Contrast
Q	Distance
R	Other within Concept Formation

4) The task or tasks left as a prior home assignments are noted by initial under the column "Task Initial' and are separated from home assignment tasks by a horizontal line. The task or tasks left as a home assignment at the end of a visit are noted by initial under the column "task Initial" and are sepatated from the prior home assignment by a horizontal line. Whether home assignments are left, past or next, spaces will be marked off for their recording. For example:

#H/V Report	Task Initial	
21	D	
	I	
	J	Home Visit Tasks
	O	
		Last Week's Home Assignment (none)
	J	New Home Assignment
22	D	

5) Minimum Planning is achieved in each planned visit which contains three separate tasks using the same or different material in the same or different sub-developmental areas.

6) Minimum continuity is defined as two tasks within the same sub-developmental areas common to one visit and the ones prior and subsequent to it.

7) 'Sequence' involves the coordination of home assignments with activities planned for the visit. For purposes of analyzing a single home visitor's report, the old and new home assignment

must be considered. The first criteria for sequencing is that the activity is referenced. If for example a fine motor activity is left as a new home assignment and then is not referenced on the next home visitor's report in temporal sequence, place a check mark under the column " - " for the past home assignment and write "no reference" in the comment column on the same row. Once properly referenced, the sequencing should reflect either one or both the following:

a) the home assignment task is similar to tasks planned for the visit. This should assure the mother's familiarity for the activity.

b) the home assignment should reflect the child's relative mastery, past (see the score for last week's home assignment on the home visitor's report) and present (see score in box for task as planned during the visit). Scores of "3" for the activity as a part home assignment, then as a planned activity and again as a new home assignment for the visit without any changes or modification should be checked as " - " under "next" column. Scores of "1" in the same places should also be checked as " - ". All other scoring combinations, which reflect the child's approach to mastery or the redefinition of the home assignment to facilitate this mastery, should be scored as "+" under past or next where appropriate.

C. What to Score:

1) For all tasks, are they in the proper sub-developmental area? If correct check the column entitled "Cor" next to the task entitled. If incorrect, supply the initial for the correct sub-developmental area in the column marked "Inc". If the task is part of a home assignment, new or old, with no sub-developmental area indicated, place the initial for the correct sub-developmental area under the column entitled "Cor" and write "not given" in the column marked "Comments".

2) The minimum planning should be checked once per each report. The column marked "≥3" indicated the minimum and "<3" is below it.

3) The minimum continuity needs only be checked once per report. If the prior H/V Report is not available, check under column marked "last H/V - N/A".

4) The minimum continuity and sequencing do not have to be checked for each home visitor's report. At least two samples (i.e., two home visits to the same child within the biweekly period) from each home visitor should be assessed each biweekly period as

they are turned in. If a prior or subsequent report are not available, check "N/A" for minimum continuity and sequence where appropriate. If no samples are available for a given biweekly period, locate the prior home visitor's report for two children being seen by that home visitor and then evaluate the continuity and sequencing.

5) The sequencing should be scored as described in Section B 7 of these procedures.

D. Percentages of agreement will be computed for all checkers and home visitors. Relevant feedback will be given to the checker and home visitor when independent scoring and agreements are tallied.

Appendix I. Bill Of Rights For Choctaw Children And The Enabling Choctaw Tribal Council Resolution

MISSISSIPPI BAND OF CHOCTAW INDIANS

RESOLUTION CHO 38-76

A RESOLUTION TO ADOPT THE BILL OF RIGHTS FOR CHOCTAW CHILDREN.

WHEREAS, 50% of the Choctaw population is age 17 and under, and

WHEREAS, the Choctaw Center for Child Abuse and Child Neglect is a Tribal program geared to protect the rights of children ages 0-18, and

WHEREAS, the attached Bill of Rights seem feasible to safeguard and protect every Choctaw child, be it therefore

RESOLVED, that the Tribal Council of the Mississippi Band of Choctaw Indians do hereby ratify this attached Choctaw Children Bill or Rights this 30th day of October, 1975.

CERTIFICATION

I, the undersigned as Secretary-Treasurer of the Mississippi Band of Choctaw Indians, certify that the Tribal Council of said Band is composed of 16 members of whom 10, constituting a quorum, were present at a Special meeting, thereof duly called, noticed, convened, and held this 30th day of October, 1975, that the foregoing resolution was duly adopted at such meeting by the affirmative vote of 7 members for, 1 against, and 2 abstained.

Dated this 30th day of October, 1975.

ATTEST:

Calvin J. Isaac
Chief, Tribal Council

Beasley Denson
Secretary-Treasurer

RECOMMENDED:

Superintendent, Choctaw Agency

11-28-75
Date

BILL OF RIGHTS FOR CHOCTAW CHILDREN

Ratified by the Tribal Council, Mississippi Band of Choctaw Indians
Thursday, the Thirtieth of October, Nineteen Hundred and Seventy-Five

EVEN more than for other children, society has a responsibility along with parents for the well-being of Choctaw children. Citizens are responsible for acting to insure their welfare.

EVERY Choctaw child is endowed with the rights inherently belonging to all children. In addition, because of the temporary or permanent separation from and loss of parents and other family members, the Choctaw child requires special safeguards, resources, and care.

EVERY CHOCTAW CHILD HAS THE INHERENT RIGHT:

Article the first..... to be cherished by a family of his own, either his family helped by readily available services and supports to reassume his care, or as a last alternative an adoptive family or by plan, a continuing Choctaw family.

Article the second.... to be nurtured by Choctaw foster parents who have been temporarily selected to meet his individual needs and who are provided services and supports, including specialized education, so that they can grow in their ability to enable the child to reach his potential.

Article the third..... to receive sensitive, continuing help in understanding and accepting the reasons for his own family's inability to take care of him, and in developing confidence in his own self-worth.

Article the fourth.... to receive continuing loving care and respect as a unique human being......a child growing in trust in himself and others.

Article the fifth..... to grow up in freedom and dignity in a neighborhood of people who accept him with understanding, respect and friendship.

Article the sixth..... to receive help in overcoming deprivation or whatever distortion in his emotional, physical, intellectual, social and spiritual growth may have resulted from his early experiences.

Article the seventh... to receive education, training, and career guidance to prepare him for a useful and satisfying life and maximizes the potential for which he is capable.

Article the eighth.... to receive preparation for citizenship and parenthood through interaction with Choctaw parents and other adults who are consistent role models.

Article the ninth..... to be represented by an attorney at law in administrative or judicial proceedings with access to fair hearings and court review of decisions, so that his best interests are safeguarded.

Article the tenth..... to receive a high quality of child welfare services, including involvement of the natural parents and his own involvement in major decisions that affect his life.

TEST:

Calvin J. Isaac
Chief, Mississippi Band of
Choctaw Indians

Secretary-Treasurer,
Mississippi Band of
Choctaw Indians

James M.
Director, Tribal Health Department